

**2006/7**

**EAP 112: THE ROLE OF EDUCATION IN DEVELOPMENT**

**END OF SECOND SEMESTER EXAMINATIONS**

**TIME ALLOWED: THREE(3) HOURS**

**INSTRUCTION:** Answer only **three(3)** questions

1. Compare and contrast the key assumptions of the human capital and dependency theories of development. Critically assess the extent to which the assumptions of these theories are relevant to education and development in Zambia.
2. Integral sustainable human development encompasses the social, economic, community and individual dimensions. Critically discuss this statement, with relevant examples.
3. Account for the rapid population growth in Zambia. Discuss the role that education can play in reducing the rapid population growth.
4. The high poverty levels in Zambia have adversely affected the education of the girl-child more than that of the boy-child. Discuss this statement using relevant examples.
5. Education is a powerful tool and if given enough in quantities and of appropriate quality, it can succeed in bringing about national development. Comment on this assertion with specific reference to some of the issues discussed in your sessions on the Role of Education in National Development
6. Using Huntington's (1976) common assumptions about education and employment, discuss in detail both the positive and negative influences that education may have on employment.
7. Discuss the characteristics, effects and limitations of globalisation. What specific measures do some African countries take to counter the negative effects of globalisation?
8. Public education is a fundamental requirement for democracy, and a threat to autocracy. Discuss this statement in relation to the role of education in promoting and preserving democracy.
9. While user-charges and cost-recovery measures in education in Sub-Saharan African countries have been criticised on equity grounds, they

are equally defended on the same grounds. Identify and discuss the various dimensions of this paradox. In your discussion, propose alternative justifications for user charges, and cost-recovery measures in the Zambian education system.

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**MARKING KEY**

**QUESTION ONE**

Definitions

- Human Capital focuses upon the productive capacity of human (man) power in the development process.
- Hence Human capital postulates the most efficient path to national development i.e. Dependent upon the improvement of its population.
- Therefore, it is worthwhile to **train people for private and social returns**.
- Dependency focuses on the extent to which poor countries are dependent on the rich.
- Also focuses on the relations both within and between societies as regards to social, cultural, political and economic structures.
- Assumes that development and underdevelopment are inversely related.
- Used to emphasise that the casual relationship between the development of the peripheral or satellite societies is an historical and at least indirectly an interest and an intentional process.

Human Capital

- Stresses the need to train human resources for efficiency.
- Improvement of the work force as a form of capital investment.

**QUESTION TWO**

Definitions

- Integral: being an essential part of something (in this case part of sustainable human development)
- Having all the parts social, economic, community and individual-are necessary for sustainable human development to be complete and attainable.
- Sustainable: lasting; capable of being carried forward, and continuing to give results, and bear fruits.
- Development: a qualitative change in the all round livelihoods of people in a given society.
- Sustainable Human Development: is the process of increasing people's choices or opportunities for better health, education, income and employment.
- Social:-
  - ✓ The improvement of the people's welfare by providing them with social amenities;
  - ✓ Equitable distribution of wealth, assets, e.g. land.
  - ✓ There should be an increased access to education, health, housing, safe drinking water, sanitation, etc.
  - ✓ Sporting activities.
- Economic:-
  - There should be access to means of production, e.g. land, employment, vocational training skills.
  - Labour activity which must be combined with instruments of labour and resources, e.g. game parks, timber, minerals, water, etc.
  - Development and improvement of industries, tourism, agriculture.
  - Development and deployment of the human resources.
  - Creation of employment.
- Community:-
  - There should be improved infrastructure, e.g. roads, housing, buildings.
  - Electricity.
  - Local industries should be supported.
  - Cooperative movements must be promoted in communities.
  - Improved security.
  - Access to clean and safe drinking water.

- Easy access to health facilities, schools and other literacy programmes.
- Individual:-
  - Change in values, attitudes, behaviour and aspirations, e.g. work.
  - There should also be change in relationships and expectations, marriage.
  - There should be autonomous and self-reliance, e.g. having your own home, job.
  - Freedom to make one's own choices and ability to control one's destiny.
  - Change in attitudes towards government, poverty, employment, money, etc.

## MARKING KEY

### 1. Positive contributions

#### a. HUMAN CAPITAL THEORY

- Has facilitated and justified in a strong way heavy investment in Education at all levels; e.g. sector pool funds, BESSIP, ZAMSIP, SHAPE, PAGE, AIEMS, etc;
- Development of human, manpower-professional development (further studies, training, e.g. ZAMSTEP)
- Influenced the west, donors, multi-lateral agencies, NGOs to give aid for investment in human capital (scholarships, e.g. chevening, Hormby, Beit Trust, etc. )
- Various forms of aid-directed to human capital investment has been recorded.
- Support of seminars and workshops, etc.
- National governments have been able to justify requests for high budgets.
- Justifies expenditure of public resources on education of girls, subsidising students from poor families and literacy programmes.

- PAGE, CHANGES, FAWEZA, 100% and 175% bursaries, learning at Taonga market, etc.
- Justifies the on-the-job training programmes or staff development programmes to enhance human resources for efficiency.
- Responsibility for manpower planning in Zambia.

## MODERNISATION THEORY

- Facilitated the funding of modern educational institutions.
- Modern schools with concrete blocks or pan-bricks, with iron-roofing sheets as opposed to mud-grass thatched structures or learning under the trees; modern furniture.
- Provision of scholarships to learn new and modern ideas (formal education) books, journals, technical assistance.
- Books with labels donated by DANIDA, FINIDA – not for sale.
- Grants/loans to assist in the development and upholding of modern institutions and values.
- Facilitated the development of modern curricula, e.g. methods of teaching, subject combination, emphasis put on the English language in Zambia, etc.
- Nuclear family, monogamy-marriages, western weddings and marriages, down-sizing one's family, etc.
- Mass consumption of books and other relevant literature, e.g. introduction of modern libraries.
- Ethnocentrism- the tendency to copy, and follow the western type of education and other developed countries.
- Technological development in our educational institutions, e.g. acquisition of computers at HQs and in most schools; internet connectivity.

## **Negative Contributions of the Theories**

- Brain drain; teachers.
- Unemployment; graduate teachers.
- Increasing poverty levels-leading to poor school attendance or drop out.

- Rapid population growth, (overcrowding in schools and other institutions of higher learning, e.g. UNZA).
- Irrelevant curriculum- so long it is supported by donor countries, e.g. ZIBEC, Multigrade teaching, etc.
- No equal educational opportunities.
- Dependency on donor aid (loans, grants) and technical transfer from the west does not take into account context and culture.
- Increased expenditure on education not an effective means of achieving either economic or social equality.
- Investing in education not an effective strategy for abolishing poverty.
- Education has fostered social inequalities.
- Education has fragmented the labour force, legitimized and reproduced the power structure in society.
- Given rise to credentialism or strong desire to for paper qualifications rather than skill or expertise qualification.
- Hence the massive cheating, corruption and bribery in obtaining qualifications and examination leakages in Zambia.

### QUESTION THREE

- The population of Zambia stood at 10, 285, 631 in 2000 as compared to 7, 759, 167 in 1990.
- The population of Zambia has been growing rapidly due to:
  - Early marriages
  - Desire for large families
  - Low levels of education, especially among females
  - Lack of knowledge on family planning among the illiterates
- An increase in the population affects educational provision because there are more people/children to educate.
- Many of them have been allowed to upgrade without the extension of school facilities.
- Education plays a greater role in population growth as educated people tend to have few children due to late entry in to marriage and knowledge of family planning.
- Also because they are aware of the disadvantages of a large family, such as lack of accommodation and salaried employment which cannot cater for large family.

