

EDU 1010 - EDUCATION AND DEVELOPMENT IN ZAMBIA

INTRODUCTORY LECTURE

BY P. KAKUPA

**DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY
STUDIES**

EDU 1010 COURSE COORDINATOR

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INTRODUCTION TO THE COURSE

- WHAT THE COURSE IS ALL ABOUT
- COURSE RELEVANCE (WHY STUDY THIS COURSE)
- LECTURE HOURS
- LECTURERS IN THE COURSE
- CONTINUOUS ASSESSMENT
- QUESTIONS AND POINTS OF CLARIFICATION

Cont...

❑Aim and Objective of the Course

- **Course Aim**
- To examine the various historical factors that have contributed to the evolution of the contemporary education system in Zambia.
- The course further examines areas where education has had an impact on development and how development issues have had an impact on education.

Cont...

▪ **Course Objectives:**

1. Display knowledge, attitudes, values and understanding of formal education as provided in Zambia today
2. Demonstrate knowledge of the education system's achievements and problems
3. Analyse development and education from a variety of perspectives
4. Identify the major developmental concerns and the way in which education does or does not promote them and,
5. Critically appraise literature in the area of education and development

LECTURE HOURS

■ Week One

DAY	TIME	VENUE
Mon 12 th Dec	07-09hrs	NELT
Mon 12 th Dec	09-11hrs	NELT
Tue 13 th Dec	11-13hrs	NELT
Wed 14 th Dec	07-09hrs	NELT
Thu 15 th Dec	09-11hrs	NELT
Fri 16 th Dec	09-11hrs	NELT

LECTURE HOURS

■ Week Two

DAY	TIME	VENUE
Mon 19 th Dec	07-09hrs	NELT
Tue 20 th Dec	07-09hrs	NELT
Wed 21 st Dec	07-09hrs	NELT
Thu 22 nd Dec	07-09hrs	NELT
Fri 23 rd Dec	07-09hrs	NELT
Fri 23 rd Dec	15-17hrs	NELT

CONT...

- CONTINUOUS ASSESSMENT AND FINAL EXAM
- [A] Continuous Assessment [CA]

TASK	MARKS
ASSIGNMENT ONE (1)	10 MARKS
ASSIGNMENT TWO (2)	10 MARKS
ASSIGNMENT THREE (3)	10 MARKS
ASSIGNMENT FOUR (4)	10 MARKS
TEST	10 MARKS
TOTAL CA	50 MARKS

THREE (3) HRS THEORY EXAMINATION PAPER	50 MARKS
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Meaning and Scope of Education

By Paul Kakupa (Mr.)

Department of Educational Administration and Policy Studies

MEANING AND SCOPE OF EDUCATION

- What is **education**?
- Is **education** the same as **schooling**?
- Is there any difference between **education** and **indoctrination**?
- What are the **aims** of education in Zambia?
- What are the **three** forms of education and why do we have them?

Meaning and Scope of Education

- Education is a life long process conducted by many agencies.
- Action by adult generations on those not yet ready for social life.
- Condition for human survival
- Act or process that leads a person to better understanding of situations in life.
- Process of **imparting** and acquiring knowledge and training to grow one's mental faculties, so as to make mature decisions in different situations

Cont...

- Learning process by which any knowledge can be obtained
- Act or experience that has a formative effect on the mind, character or physical ability of an individual.
- Process by which society transmits its accumulated knowledge, skills and values from one generation to another.
- **UNESCO** defines education as “an **organised** and **sustained communication process** designed to bring about **learning**”

Cont...

SCOPE OF EDUCATION

- **From the UNESCO** definition, we can deduce the following to be the scope of education:
 1. **Communication:** there has to be a relationship between two or more people, among whom the exchange of information should take place.
 2. **Organized:** Should be planned in a certain pattern or sequence with a clear aim or curriculum and dealing with organized agencies
 3. **Sustained:** the learning experience has the element of duration and continuity.

CONT...

- **Learning:** any change in behaviour, information, knowledge, understanding, attitudes, skills, capabilities which can be retained and cannot be ascribed to physical growth and behavioural patterns
- So what is **education** to you?
- Also remember that there is a huge difference between '**education**' and '**Indoctrination**' and '**education**' and '**schooling**'. What do you think are the differences?
- **Indoctrination:** trained to accept particular set of beliefs and not any other
- **Schooling:** Attending school education to acquire basic skills in numeracy and reading for a given period of time.
- What are the **Aims** of Education in Zambia?

Meaning and Scope of Education

- Education has many definitions
- Could be defined as the life-long **process** of learning to be a self-reliant person in society
- Education puts a person in the process of becoming something of worth, both to themselves as individuals and to society.
- Education develops a student's physical, intellectual, moral, social and emotional development.
- The simple possession of answers does not change a person, but the process of arriving at the answer.

Meaning of Education Cont...

- **Etymological**
- Education comes from Latin words *educare* (bring up) and *educere* (bring forth)
- Education is not acquisition of knowledge, but development of **desired** habits, attitudes and skills for survival

You do not educate a person by telling him/her what he/she knows not, but making him/her what he/she was not (Ruskin)

Aims of Education

- Develop capacities in humans to do new things
- Form critical minds
- Capacity for thought not mere knowledge

UNESCO Definition:

- Education is an **organized and sustained communication process designed to bring about learning.**

Three Forms of Education

1. Formal Education

- Learning is institutional-based, e.g. schools, colleges
- Hierarchically structured & chronologically graded system
- Structured syllabuses, methods, timetables
- Trained, supervised & paid teachers
- Use of assessments to measure outcomes
- Credential based
- Purpose is long term & general

2. Non-Formal Education

- Less structured & Flexible (methods, content, timetables, meeting place)
- Open membership
- Organized outside the established formal system, e.g. adult edu, family planning, seminars, etc.
- Learning may/may not be evaluated
- Aims at specific learning needs of a particular groups
- Short duration
- Individualized content

Three Forms of Education cont...

3. Informal Education

- Life-long learning through daily experiences
- Not planned and takes place anywhere at anytime
- Consciously & unconsciously
- No awards or certificates
- Learning through interaction with family, Church, peers, teachers, mass media, etc.

Distinctions

The three forms of education differ in terms of:

- Purpose
- Timing
- Content
- Entry requirements
- Delivery system
- Control
- Resource required

Education in the Pre-Colonial/Colonial Era

- Traditional Education
- BSA Co Rule
- Missionary Education
- Phelps Stokes Commission

Education in the Pre-Colonial Era

- Traditional education entailed a condition for human survival
- Was practical from infancy to adulthood
- Varied from community to community depending on the nature of the environment
- Children were required to serve their communities & appreciate interdependence of its members
- Learners were exposed to risks & dangers to test courage, endurance, honesty & sense of responsibility
- Education aimed at adapting young generation to their physical environment
- Education for children was a function shared by all parents & neighbours
- It had five components, also known as elements

Five Elements of Traditional Education

1. Instruction in history and traditions of the clan and tribe

- To develop sense of loyalty & pride
- Songs, wise sayings, dances, & stories

2. Apprenticeship in practical skills

- Boys accompany their fathers, uncles & grandfathers
- Girls followed their mothers, aunts & grandmothers

3. Social obligations & inculcation of good manners

- Teaching of correct modes of sitting, greeting; receiving gifts
- Hospitality to strangers

4. Religious teaching

- Existence of a Supreme Being (Mulungu, Lesa, Leza, Nyambe, etc)
- Influence of spirits on people's lives
- Spiritual significance of events
- Appeasement of spirits

5. Initiation ceremonies

- Instruction given upon reaching puberty
- Usually held in secluded areas (e.g bush)
- Tests of physical endurance
- Traditional hygiene & sexual behavior
- Responsibilities and rights of married life

Characteristics

Curriculum

- Detailed knowledge of the environment
- Roles in network of kinship & relationships
- Emphasis on communal aspects than individual
- Rights & obligations
- Laws, customs, moral principles, etc

Process

- Imitation
- Ceremonies
- Participation in adult activities
- Formal skills training (e.g. pottery, herbalist)
- Non-formal (e.g. seclusion periods)
- Use of punishment & fear to shape behavior

Characteristics cont...

Strengths

- Meaningful/relevant
- Unifying
- Holistic
- Effective
- Practical

Limitations

- Static, conservative & not open to change
- Rigid
- Lacked written records
- Limited scientific understanding

References

- Mwanakatwe, J.M. (2013). *The Growth of Education in Zambia since independence*. Lusaka: UNZA Press.
- Snelson, P. (1974). *Educational Development in Northern Rhodesia 1883-1945*. Lusaka: NECZAM.

The BSA Co Rule

1890- 1924

Origin

- BSA Co founded by Cecil Rhodes in 1889
- Company received royal charter from the British Govt the NR territory
- Gained control through Lochner Concession between BSA Co & Lewanika of the Lozi.
- From 1890 to 1924, the Co administered NR
- In the treaty, Loziz were assured of protection from inter-tribal wars
- Annual subsidy of €850 for Lewanika
- 10% of the taxes used to build schools, hospitals, roads, etc
- BSA Co obtained exclusive rights to exploit mineral resources in the Copperbelt area
- The Co merged N/W & N/E Rhodesia in 1911 into NR

Education Provision by the BSA Co

- The Co was under obligation to educate the people
- However, it showed little or no interest at all in the provision of education to Africans
- Completely neglected African education
- Their interest was only in commerce & industry
- Collected large sums of money in taxes from local people
- But gave no money for schools
- Only established Barotse National School in 1907 at Kanyonyo in Mongu
- Only attended by children of African ruling groups (e.g. royal families)
- Education provided was to support colonial structures
- Education was to be elementary and limited to a few
- BSA Co only considered the education of white settler children
- All educational development in the colony was left in the hands of the missionary groups
- The Co refused to give financial assistance to missionaries who were willing to provide education
- In the BSA Co rule, no machinery existed for the administration of education
- For 34 years, the Co neglected education provision
- In 1924, the Colonial Office took over the administration of the colony from the BSA Co.

Missionary Education

- All educational development in the colony was left in the hands of various missionary groups
- Missionaries were motivated to give formal education for the people to read the Bible
- No appeal to African traditions
- Rejected much of traditional ways of life
- Schools were therefore alien to the local culture
- Local people showed little interest in schooling
- Mission schools had many setbacks
- Took time for local people to accept missionaries & for missionaries to learn local languages
- Children were only sent to school if not needed for work
- Teachers in mission schools were poorly educated
- In 1916/18, BSA Co passed the Native Education Proclamation Act to control & monitor missionary involvement in education
- But refused to fund missionary education
- Missionaries received this with bitterness and anger
- Missionaries supported schools from their own meager resources

EDUCATION IN THE COLONIAL ERA

THE PHELPS-STOKES COMMISSION

Origins:

- The Commission had its origin in the Phelps-Stokes fund.
- The fund was set up in New York under the will of Miss Caroline Phelps-Stokes **to further the education of the negroes** both in the USA and Africa.
- The fund trustees had earlier sent an education commission to West, South & Equatorial Africa in 1920-21 to investigate challenges in education delivery.
- The commission's report generated a great deal of interest.

Cont...

□Context:

- ✓ Representatives of protestant Churches met in Edinburgh in 1910.
- ✓ They looked at matters of common interest-including educational problems in Africa.
- ✓ International Missionary Council established, with J.H. Oldham appointed as Secretary.
- ✓ Oldham urged the Colonial Office to formulate a clear-cut policy on education.
- ✓ By mutual understanding, it was decided that the trustees of the Phelps-Stokes fund be invited to undertake an education survey.
- ✓ This time in East and Central Africa.
- ✓ In November 1923, a new Commission was authorised.
- ✓ It was invited to C. Africa by the British government following complaints from missionary bodies regarding the negative attitudes of the BSA Co. towards education.

Cont...

Aims

- The Commission was charged with a three-fold task:
 - (i). To **investigate the educational needs** of the people in the light of their religious, social, hygienic & economic conditions;
 - (ii). To **ascertain the extent** to which their needs were being met;
 - (iii). To **assist in the formulation of plans** to meet the educational needs of the natives.

Phelps-Stokes Commission Cont...

Composition:

- ❑ Composed of eight members.
 - ✓ Dr. James Aggrey, an educationist from Gold Coast;
 - ✓ Dr. J.H. Dillard (USA), president of the Jeans fund;
 - ✓ Dr. H.L. Shantz, Agriculturist & Botanist from the USA;
 - ✓ Rev. Garfield Williams, Education Secretary of the Church Missionary Society;
 - ✓ Maj. Hanns Vischev, Secretary of the Colonial Office Advisory Committee on Native education in tropical Africa;
 - ✓ James Dougall from Scotland;
 - ✓ C.T. Loram of South Africa;
 - ✓ Dr. Thomas Jesse Johns, Chairman of the Commission.

Phelps-Stokes Commission Cont...

□Recommendations

✓ Following meetings with the missionaries, government officials and traditional leaders, the commission came up with a number of recommendations:

1. Education must be adapted to the conditions and needs of society (Concept of Adaptation);

- ✓ It must be a preparation for life;
- ✓ And life for an African meant life in the village;
- ✓ Chief aim of education therefore, is to raise the standard of living among the village community;
- ✓ Concentration should be on hygiene and health;
- ✓ Encouragement of agricultural development;

Phelps-Stoke Commission Cont...

- ✓ The teaching of industrial skills;
- ✓ Raise the status of women and girls.
- ✓ Developing character through religious training and physical recreation.

Recommendations Cont...

2. Government to appoint a Director of Native Education- to coordinate and unify the educational activities of the missionary societies.
3. An Advisory Committee should be appointed with representatives of the government, the missions and the settlers.
4. Government to subsidize the educational work of the missions.

Phelps- Stokes Commission Cont...

5. Aid for the maintenance of European missionaries to supervise the educational work of their mission stations.
6. Financial provision to be made for teacher training and the employment of visiting teachers.
7. An institution needed to be established to provide higher education to those who could profit from it

□Comment on the Concept of Adaptation

- ✓ Constituted the education policy during the colonial period.
- ✓ Created utilitarian and agriculturally-biased education system.
- ✓ Contributed to increased illiteracy.
- ✓ Contributed to the slow development of secondary and tertiary education.

Phelps-Stokes Commission cont...

Conclusion

- The recommendations of the Phelps-Stokes commission to a greater extent contributed to the formation and articulation of policy on organisation and administration of education provision in British Colonial Africa after 1924
- They (recommendations) also determined the nature and content of the curriculum, teacher and methodology of the education which was provided from 1924 to 1953

References

- Carmody, B. (2004). **The Evolution of Education in Zambia**. Ndola: Mission Press.
- Kelly, M.J. (1999). **The Origins and Development of Education in Zambia**. Lusaka: Image Publishers.
- Snelson, P. (1974). **The Development of Education in Northern Rhodesia: 1882-1945**. Lusaka: ZEPH.

EDUCATION IN THE COLONIAL ERA

THE PIM ALAN PLAN

Pim Alan Plan Cont...

□Background

- ✓ The Pim Alan Plan was a five-year plan (1939- 1944) formulated by a financial expert, Sir Alan Pim.
- ✓ He had been called upon to advise the government on public spending in the wake of a collapsing economy;
- ✓ Copper prices did not bring prosperity, African farmers had no access to markets, there were low wages and poor working conditions in the mines;
- ✓ The government did not benefit from the mineral wealth- the BSA.Co got the royalties;
- ✓ Only tiny grants were left for economic development.
- ✓ Sir Pim Alan argued that there was need for more government spending in the education, health & agriculture sectors.

Pim Alam Plan Cont...

□Objectives of the Plan

- ✓ To extend the central village school system.
- ✓ To expand female education through the training of teachers' wives.
- ✓ To train chiefs to participate in the education provision in order for them to inform and encourage subjects in neglected areas.
- ✓ To open up one or two junior secondary schools.
- ✓ To increase the attention to agriculture, health and handcraft.

Pim Alan Plan Cont...

□Contributions of the Plan

- ✓ Neglected areas were considered in the provision of education
- ✓ There was compulsory education in urban areas such as Broken Hill and some parts of the Copperbelt.
- ✓ Led to the growth of consciousness for the need for more education facilities for Africans. In 1944, the first senior secondary class started at Munali training centre.
- ✓ In 1946 the Barotse National School was transferred to government.
- ✓ In 1946, Chipembi Girls Sec School was established.

Pim Alan Plan continue

- ✓ In 1943, the uniform curriculum was revised.
- ✓ In 1950, adequate exam machinery was set; entrance qualification changed from Standard IV to VI.
- ✓ More emphasis was put on needlework and cookery.
- ✓ In 1949, Canisius Sec was established by the Jesuit fathers.

□Conclusion

- ✓ The Pim Alan Plan greatly influenced the colonial government towards increasing expenditure on educational Infrastructure development for Africans

Thank you all!

EDU 1010 LECTURE NOTES

ORGANISATION AND DEVELOPMENT OF EDUCATION IN NORTHERN RHODESIA 1924-1953

**MR P. KAKUPA
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Organisation and Development of Edu...

□Introduction

- ✓ From 1st April, 1924 administration of NR changed from the BSAC to the colonial Office
- ✓ Thus from 1924 to 1953, Northern Rhodesia was under colonial rule
- ✓ The new govt. adopted many of the **Phelps-Stokes Recommendations** for educational development of the territory
- ✓ The Recommendations by the Phelps-Stokes Commission, to a greater extent influenced the organisation and development of African Education in the colonial period
- ✓ In 1925, the govt. created a **Sub-department of Native Education** under the dept. of Native Affairs

Cont...

- ✓ **Mr. G.C. Latham** was appointed director
- ✓ Advisory Board was established in 1925. Constituted representatives from missionaries, British Colonial Officials, settlers and Natives
- ✓ The board helped in the organisation of mass education and training for teachers.
- ✓ During the colonial period, the notion of education for adaptation was endorsed by the govt.
- ✓ Govt. advocated for a kind of education that would prepare people for life in the village or life within the tribal community

Cont...

- ✓ Education was to be adapted to the mentality, aptitudes, occupations and traditions of various people, conserving as far as possible all sound and health elements in the fabric of their social life
- ✓ Concentration was on elementary education, almost all of it in rural areas. No urban provision.
- ✓ Low quality- teachers poorly educated, poorly trained & poorly paid.
- ✓ Uneven distribution of schools (E.g more schools in Southern Province and very little in N/W Province).
- ✓ The education system for Africans entailed a rather conservative perspective on political development
- ✓ It included character training and religious morality based on the need to suppress the political consciousness of Africans

Cont...

□Educational Organization and Development

- ✓ A number of developments took place in the education sector after 1925 as a result of greater govt. involvement in the administration of education
- ✓ in 1925, Latham created a common school code/syllabus. This was meant to upgrade and recognize the schools that were in existence
- ✓ In 1928, the first departmental examination for teachers was held
- ✓ Examination based on GRZ Standard iv syllabus with a paper on Teaching Theory, School Management and First Aid was held. Of the 261 teachers who sat, 113 passed

Cont

- ✓ Latham also advised the Missions to create Normal Schools in missions for teacher training
- ✓ In the 1930s, a three tier school system existed. On top were Normal Schools; missionary schools in the middle; and village schools at the bottom.
- ✓ Building of Govt. Jeanes Agricultural , Normal and primary Schools at Mazabuka started in 1938. Project funded by Beit Railway Trust
- ✓ Department of Native Affairs Education appointed five (5) superintendents of Native Education to each of five provincial stations: Ndola, Kasama, Mazabuka, Chipata and Mongu.
- ✓ These were tasked to inspect schools in these stations for quality assurance

Cont...

- ✓ Salaries were also introduced for trained and certified missionary teachers
- ✓ The department of Native Affairs Education created the provincial Advisory Committees on education
- ✓ An inspectorate for Jeans supervisors were also set up
- ✓ In 1936, the colonial government made it clear that it was going to subsidize missionary work with grants in teacher training, secondary and vocational training
- ✓ By 1937, plenty funds were made available for educational services.

Cont...

- **Sir Pim Alan** was invited by the colonial govt to provide assistance in the formulation of plans for the general advancement of educational services for the Africans
- ✓ The **Pim Alan Plan (1939-1944)** was made operational in 1939
- ✓ By 1941 a number of the above projects outlined in the plan were under implementation
- ✓ 1943 thus saw the attainment of the objectives of the **first five year plan** in all its important aspects despite the second world war

Cont...

- ✓ There was also growing consciousness of the need for greater educational facilities for the African population
- ✓ The outbreak of the WW2 (**1939-1945**) increased demand for copper and NR benefited economically
- ✓ Brought about more resources for the education of Africans
- ✓ This was accompanied by a notable growth in the territory's revenue, resulting in unparalleled expansion of educational infrastructure in quantity in the history of the colony.
- ✓ The full development of secondary education was neglected until after the end of WW2.
 - ❖ Reasons being: (i) Settler opposition, (ii) Govt fears of not having finances(GD 1929-33), (iii) No clear policy directives.

Cont...

- ✓ The 1937 **Dela Warr Commission** emphasized the need to provide higher (secondary) education to Africa
- ✓ Motivated the NR government to overcome the hesitation and embark upon a policy of secondary education
- ✓ Enhanced the recognition that Africans would need education in order to participate more fully in the social, political and economic affairs of their country
- ✓ Though, a **dual system of education** for Africans and non-Africans was in existence

Cont...

- ✓ The education system for the non-Africans was highly funded with good infrastructure and trained teachers and the opposite was true for the African system.
- ✓ While more was spent on educating the European children (1,248) in 1938, less was spent on the more than, 92,000 African children.
- ✓ Missions continued to dominate provision of education (1,990 mission schools by 1935; 2,034 by 1945). Govt had 12 schools in 1935; 51 in 1945.
- ✓ Some of the notable educational developments In the African education system included the following:

Cont...

1939	-Jeans School Opened in Chalimbana -Secondary Education Classes started at Munali Training Centre in Lusaka
1942	-Higher Education Teacher Course (HTC) for selected elementary teachers started at the Jeans School
1943	-Compulsory education introduced in Broken Hill (Kabwe) and some parts of the Copperbelt -African appointed for the first time to the advisory board on African Education
1944	-Senior Secondary Classes started on a regular basis at Munali training centre
1945	-23 Native Authority Schools were built.
1946	-Transfer of Barotse National Secondary School to the Central Government -CHIPEMBI Girls Secondary School was opened by the Methodist Mission
1947	-Lukashya Vocational Training Centre was opened -Training of African Nurses started at Chikankata mission by Salvation Army
1950	-One full and two junior secondary schools were opened -Committee on African Higher Education , appointed by the Central African Council, submitted report
1951	-New Munali Secondary for 400 boards occupied in December -Hodgson Training Centre expanded and twelve trades schools in operation

Cont...

- ✓ In addition, adequate examination machinery was put in place
- ✓ In-service professional refresher courses were instituted
- ✓ Emphasis on education that was more practical and relevant to the local needs
- ✓ Female helpers were trained, especially wives of teachers and evangelists. Their acquired knowledge in knitting, cookery, needlework, and domestic craft brought in an aspect of **utilitarianism** in the education system which was over academic
- ✓ The colonial policy was to provide primary education to masses and secondary schooling to a few.

Cont...

□Conclusion

- ✓ Recommendations of the Phelps-Stokes Commission greatly shaped the educational policy for Africans during the colonial period
- ✓ There was rapid expansion of primary education during this period
- ✓ Secondary education slowly developed between 1937 and 1951
- ✓ Though govt. increased control of school education provision through the creation of Native Authority Schools(run by LEA), missionaries still remained pioneers in the advancement of education for Africans in |Northern Rhodesia

EDUCATION DURING THE FEDERAL PERIOD 1953-1963

**BY
P. KAKUPA**

EDUCATION IN THE FEDERAL PERIOD

❑Introduction

- ✓ Federation of Rhodesia and Nyasaland was established on 23rd October, 1953.
- ✓ Was established at the request of white settlers and against the strong opposition of Africans who saw it as marginalizing them and entrenching settler power
- ✓ Federation Involved N/Rhodesia (Zambia), S/Rhodesia (Zimbabwe) and Nyasaland (Malawi)
- ✓ The Federation of Rhodesia was interested in exploiting the copper industry of N/Rhodesia
- ✓ Salisbury (Harare) was the federal administrative capital of Rhodesia and Nyasaland

Cont...

□ Organisation of Education

- ✓ The Ministry of African Education was created and the Northern Rhodesian Govt. was responsible for it
- ✓ For Non Africans (Europeans, Afro-Europeans and Asians) the Ministry of European Education was established in Salisbury
- ✓ A **racially segregated system** of education thus continued. Dual system of Education continued
- ✓ Federal Govt. was responsible for education of all other races and for higher education
- ✓ Unbalanced allocation of resources: more for non Africans and less going to Northern Rhodesia for African education

Cont...

□ Aims of African Education

- ✓ Self determination and human rights influenced the aims of African education. These included the following:
 - Need to expand educational facilities for Africans at the elementary level when resources permit (Phelps-Stoke Commission)
 - Need to extend secondary school facilities as resources become available
 - Need to extend to Africans vocational and secondary education (Bearing in mind the character and temperament to facilitate promotion of Adult education especially to women and girls)
 - Encourage production and wide distribution of suitable literature

Cont...

□Education Provision in the Federal Period

- ✓ After 1956, more sec. schools were opened
- ✓ Trade schools developed (for low level training) and some technical education provided at Hodgson institute, Lusaka
- ✓ By 1952, early attempts were made towards the establishment of a university in Lusaka
- ✓ Federal authorities received the news with hostility and suspicion
- ✓ This frightened the federal authorities to speed up the development of the University college of Rhodesia and Nyasaland in Salisbury in 1957 for multi-racial people

Cont...

- ✓ The university college in Salisbury admitted students with A-levels, it did not respond to the real needs of Northern Rhodesia
- ✓ Terms of service and status of primary school teachers were improved through the establishment of the **Unified African Teaching Service (UATS)**
- ✓ In 1961, the Addis Ababa Conference was held, by UNESCO, and African states were urged to double efforts of elementary and secondary school teacher training

Cont...

- ✓ Conference stressed the need to set up vocational institutions for middle and top level personnel educational
- ✓ By 1957, 21 training schools were offering some kind of vocational courses.
- ✓ Early 1958 the **Apprenticeship Amendment Ordinance** was passed to allow Africans to work in the mines after vocational training
- ✓ During the period 1953-1963, African enrolment in secondary school increased from 1,198 in 1956 -57 to 3, 794 in 1961-62
- ✓ In 1963, enrolments almost doubled to 6, 440
- ✓ In the same year, 1963, three secondary schools, Canisius college, Munali and Chipembi Secondary Schools offered sixth-form courses to African pupils

Cont...

- By 1963, **Govt TTC**, Mufulira, Chalimbana opened; Mission TTC, David Livingstone, Charles Lwanga, Malcom Moffat opened; **Main trade schools** were opened and big vocational colleges such as Evelyn Hone and NORTEC were opened
- Emergence of an African Elite
- National Movements emerged; **ANC, ZANC, UNIP**, mine workers unions
- Politically inspired disturbances became common in learning institutions such as Munali Sec. Sch
- African opposition to federation eventually paved way for its break up on 31st December, 1963.

REFERENCES

- Carmody, B. (2004). **The Evolution of Education in Zambia.** Lusaka: Bookworld Publishers
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EDU 1010 LECTURE EDUCATION DURING THE FIRST AND SECOND REPUBLICS

**MR P. KAKUPA
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DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND
POLICY STUDIES**

Educational Problems and Policies at Independence

- The General policy problems
- Limited access to education at all levels
- High proportion of unschooled & illiterate adults
- Limited education facilities
- Inequalities
- Racial segregation
- Lack of qualified human resource
- Inadequate financial resources

1.The General policy problems

- At independence, the Education Policy did not state exactly what kind of education should be offered:
- Should it be academic? Vocational? Practical? or Should it be rural oriented?
- The policy did not state also who should own and run schools.
- The policy did not spell out how schools should be organized and managed

HOW THE NEW GOVT ADRESSED PROBLEM?

- In addressing the problem of the kind of education to be offered in Zambia, the education system responded by creating a multilateral (many-sided) education system, comprised of:
 - academic
 - technical
 - science and
 - commercial courses

2. Limited access to education at all levels

- At independence, there was limited access to primary, secondary and higher education.
- For instance there was completely no university to provide the most needed skills in the newly independent country.

HOW THE NEW GOVT ADDRESSED THE PROBLEM OF LIMITED ACCESS...

- To address this problem, priority was given to increasing of educational provision at all levels, especially for African children.
- Example: First National Development Plan (1966–79) aimed at providing sufficient places to ensure that all children received at least four years of primary education.
- Further, the govt embarked on the Provision of university and other forms of higher education
- Finally, the expansion of secondary education became a great priority of the post independence educational policy

3. High proportion of unschooled & illiterate adults

- The majority of adults in Zambia by 1964 were illiterate. There were only **107** Zambian university graduates, of whom **4** were female
- The conducted survey at that time indicated that 755 of the African males and 935 of the females over the age of 16 years were illiterate.
- This was a result of the limited aided schooling that had existed both in the colonial and federal era.

HOW THE NEW GOVT ADRESSED THIS PROBLEM

- At independence, the education system attempted to address the problem of illiteracy among adults by according adequate priority to adult education especially in the countryside.
- The idea of job-on-training amongst adult workers was very much emphasized. This kind of education was seen as the most geared towards economic development.

Limited education facilities

- Limited education facilities is one of the major challenges the new govt faced

HOW THE NEW GOVT ADDRESSED THIS PROBLEM

- The new government accelerated the expansion of educational facilities
- The Govt, also advocated for universal primary education.
- Further, education was made free and compulsory to all eligible Zambians regardless of their creed, color or sex.

5. INEQUALITIES

- There was:
- Marked inequality of access to positions of responsibility, power and wealth.
- Unequal access to education and other skills.
- Dual education system that had existed before independence had created a lot of educational inequalities between the Africans and non-Africans.
- Problem of how to integrate the two systems without affecting standards.
- Girl participation in education remained very low
- Uneven geographic distribution of educational facilities between rural and urban areas.

HOW THE NEW GOVT ADDRESSED THIS PROBLEM

- Education was used in removing these inequalities by establishing at least one secondary school in each District.
- Further, all schools became open to both African Children and other races.

6. Racial segregation

- Racial segregation in schools was very prominent following the 'dual education' system that has existed in the federal period.
- there were disparities between the educational facilities available to the children of non Africans and those of Africans

HOW THE NEW GOVT ADDRESSED THIS PROBLEM

- To address this problem, the structure and organization of the education system was quickly changed at independence. The dual education system was abolished as a way of eliminating racial segregation in schools.
- It also became an education policy to open all schools to children of any race.
- Tuition and boarding fees were abolished in order to level the ground between the poor and the rich.
- The government was granted monopoly over the provision of formal education by the Education Act of 1966.

6. Lack of qualified human resource

- Shortage of persons with technical, managerial and financial skills for national development.
- There was inadequate institutional infrastructure for human resource development.
- Local human resource of about one hundred African University graduates and less than a thousand African holders of a full secondary school certificate.
- The development of human resources in Zambia by then was not guided by manpower needs

HOW THE NEW GOVT ADDRESSED THIS PROBLEM

- Rapid expansion of both primary and secondary education became an educational strategy in order to expand the development of human resource.
- Training programs were developed to equip youth with necessary skills for employment in industry, commerce and self employment.
- Education expansion was seen as the most important element of economic development as it developed the human beings themselves
- Education system & other institutions of training had to provide the people of Zambia with the education & skills needed to build and develop the country.

8.Inadequate Financial Resources

- This was needed to pay the expatriates who worked in various institutions in the country.
- There was need to implement the process of Zambianization, in order to fuel economic growth by providing employment to Zambians.
- Need reduce dependency on expatriates who were very expensive in comparative terms to the Zambians.

HOW THE NEW GOVT ADDRESSED THE PROBLEM OF FINANCE

- To facilitate this process tertiary education was given a priority immediately after independence.
- This was to quicken training of local personnel and hence cut down on expatriates.

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WORLD CONFERENCES ON EDUCATION FOR ALL

LECTURE BY MR P. KAKUPA

CONT...

□THE ADDIS ABABA CONFERENCE (1961)

- ✓ It was aimed at providing an inventory of the educational needs of African countries and coming up with a programme to meet these needs in the coming years
- ✓ Held through the joint effort of UNESCO and the Economic Commission for Africa
- ✓ It has held at the time when many **African countries were in the process of attaining independence**
- ✓ Countries were to be responsible for coming up with education policies and their implementation in their countries
- ✓ By then many international financing organisations had recognised education as a gainful economic investment in terms of human resource development

Cont...

□ The Areas of Needs

▪ The conference focused on the following:

- ✓ Finances for salaries, school buildings and scholarships
- ✓ Provision of trained teachers at various levels
- ✓ Reorientation of the curriculum to provide technical and vocational education
- ✓ Development and popularisation of girls education
- ✓ Expansion and improvements of facilities in higher education
- ✓ Promotion of adult education to enable adults understand the social and technical changes taking place in Africa

Cont...

□ Looking at these needs, many African countries looked at the link between education development progress and economic development through the supply of skilled manpower.

□ **The Priorities**

- ✓ Despite having inadequate resources, many African countries prioritized:
- Secondary education, curriculum reform, and teacher training as a basic requirement for a balanced education programme and closely related to improvements in the work of social and economic growth

□ **Educational Targets**

- The long term target were:
- ✓ primary education to be universal, compulsory and free

Cont...

- ✓ Education at the secondary level to be provided, for **30%** of the children completing secondary education
- ✓ Higher education to be provided, mostly in Africa itself, to **20%** of those completing secondary education.

Challenges for Meeting the Long Term Goals of the Addis Ababa Conference

- ✓ Rapid Population Growth
- ✓ Underestimation of Problems of Rapid population Growth
- ✓ Few Jobs For School leavers and Hence Disillusion
- ✓ Too little Attention to the type of education needed

Cont...

- ✓ Much quantitative growth, but quality slipped back
- ✓ Natural Disasters
- ✓ Countries were also at different stages of educational development at the time of the conference

□ Appraisal of the Addis Ababa Conference

- ✓ The conference provided a common forum for the sharing of problems, experience and aspirations
- ✓ It removed the alls of isolation between the African States and focused world attention on educational needs of Africa
- ✓ The granting of external assistance to African Countries stems from this recognition of the African needs

Cont...

□THE JOMTIEN CONFERENCE (1990)

- ✓ The World Conference on **Education For All** (WCEFA), was an international initiative first launched in Jomtien, Thailand in 1990.
- ✓ The conference was held by a coalition of national governments, civil society groups, and development agencies such as the UNESCO and WORLD BANK
- ✓ It focused on providing quality education especially to the poorest countries
- ✓ Education was found to be the greatest weapon to: **combat poverty, empower women, protect human rights, enhance democracy, protect the environment and even reduce population growth**

Cont...

The Goals of the Conference

- To realize the aim of taking the benefits of education to "**every citizen in every Society**" the coalition committed to achieving six (6) specific education goals:
 1. **Expansion of early childhood care and developmental activities**, including family and community interventions, especially for poor, disadvantaged and disabled children.
 2. **Universal access to, and completion of, primary education** (or whatever higher level of education is considered "basic") by the year 2000.
 3. **Improvement in learning achievement** such that an agreed percentage of an appropriate age cohort (e. g. 80% of 14 year-olds) attains or surpasses a defined level of necessary learning achievement.

Cont...

4. Expansion of provisions of **basic education and training in other essential skills** required by youth and adults, with program effectiveness assessed in terms of behavioral changes and impacts on health, employment and productivity.
5. **Reduction of the adult illiteracy rate to**, say, one-half its 1990 level by the year 2000, with sufficient emphasis on female literacy to significantly reduce the current disparity between male and female illiteracy rates
6. Increased **acquisition** by individuals and families of the **knowledge, skills and values** required for better living and sound and sustainable development.

CONT...

□ DAKAR CONFERENCE OF THE YEAR 2000

- ✓ Held in Senegal in the year 2000
- ✓ Zambia was among the participants at this conference
- At this conference, the participants reaffirmed their commitment to achieving the goals of the conference made in 1990 at Jomtien.
- The participants were dismayed that by the year 2000 there were over a 113 million people without access to education
- There were also 800 million adults who were illiterate
- And gender discrimination was still common.

Cont...

■ **Goals at the Dakar Conference**

1. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;
2. Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality;
3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes;
4. Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;

Cont.

5. Eliminating gender disparities in primary and secondary education by 2005 and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality;
 6. Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.
- It should be noted at the Dakar conference, the **participants reaffirmed the vision of the World Declaration on Education for All** adopted ten years earlier (Jomtien, Thailand, 1990).

EDU 1010 LECTURE CROSS-CUTTING ISSUES IN EDUCATION

**LECTURE BY: P.KAKUPA
EAPS DEPARTMENT
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Cont...

□Introduction

- Cross-cutting issues are commonly defined as topics which, by their very nature, have a strong impact on how education is provided and, therefore, must receive special attention.
- Cross-cutting issues in education pertain to issues that touch on general principles such as health, HIV/AIDS, gender, MDGs and globalisation to mention but a few.

Cont...

- **EDUCATION AND CORRUPTION**
- **What is Corruption?**
- Corruption should be differentiated from fraud. Fraud is the intention to commit an act or achieve a goal that is deemed illegal by law, public policy, or the school policy.
- Fraudulent acts can include invoicing for work not done, stealing money, irregularly awarding contracts, personal use of school assets such as equipment or vehicles etc.
- Corruption on the other hand, requires a relationship between at least two people.
- It occurs when a person accepts or gives any gratification from or to any other person for their benefit or for the benefit of others – in an illegal, dishonest or unauthorised way.
-

Cont...

- **Education & Corruption**
- Education is regarded as key to a better future, and has the potential to provide the tools that people need to improve livelihoods and live with dignity.
- However, corruption is eroding benefits that could be accrued from education.
- Corruption in education is widespread across Africa.
- It cuts across societies and diverts funding from state budgets that should be dedicated to bringing hope to many people.
- Corruption at school level does not only have a negative impact on current learners but also on future generations that will inherit a legacy of poor levels of education.

Cont...

- **Manifestations of Corruption in Education**
- Payments for admission and enrolments of students/pupils
- Tribalism and nepotism in recruitment to positions (giving jobs to family and friends)
- Bribery in on-campus accommodation and grading
- Sex for marks
- Bribing officials to facilitate favours such as transfers, paid leaves etc.
- procurement-related corruption
- **Corruption in education in all its different shades is a violation of human rights and should be stopped at all costs.**

Cont...

- **How Education can be used to fight corruption**
- Eliminate illiteracy- Those who are uneducated do not know about the processes, provisions and procedures through which they access services. Corrupt individuals try to make fool of them and often demand for bribes.
- Teaching people about their rights and raise awareness about government systems.
- Promotion of an environment that is transparent and honest, in which keeping to policy, controls and protocols are seen as very important by all stakeholders.
- Recruitment of qualified personnel and ensuring that training policies are followed.

Cont...

- Strengthen education of civic values and respect for the rule of law
- Enhancing the education of future citizens in the values of integrity, citizenship, transparency and prevention of corruption
- Encourage students to report corruption in all its forms
- Studies conducted in Latin America show that students with more civic education are less permissive of corrupt practices and less likely to violate the law.

Cont...

Health and Education

- Many scholars have demonstrated through research that poor health can negatively affect the provision of quality of education.
- **Why health issues are important to education**
- The health and nutrition of the learner is cardinal to cognitive development and learning achievement
- If the learner's health and nutrition is poor, the child will not be able to make full use of the resources around him/her designed to promote learning. The Child's **Active Learning Capacity (ALC)** in this regard is affected.

Cont...

- Learning can thus be impaired by illness or hunger.
- Lack of nutrition and some parasitic infections can affect the performance of pupils
- The following deficiencies and Parasitic infections can affect the ALC of a child.
- **Protein Energy Malnutrition (PEM)**
 - this malnutrition occurs when a child has suffered a long history of inadequate nourishment
 - Child suffers from stunted growth.
 - A small body structure for his/her body structure
 - leaves children with insufficient fat for normal development of the brain. In addition, it reduces cognitive development.
 - Such children do not actively participate in school

Cont...

- **Vitamin A deficiency (VAD):**
- Vitamin A is an essential vitamin which the body cannot produce
- It is important for vision, growth and immune function
- It is associated with consumption of foods such as fruit and vegetables
- Vitamin A deficiency impairs the immune system and increases exposure to risk of life-threatening illnesses.
- It leads to low resistance to infections, dry skin, dry hair and brittle nails. It also affects eye sight (night blindness).
- If not treated, long term Vitamin A deficiency can cause complete blindness.

Cont...

- **Iron Deficiency (anaemia):**
- Is associated with low consumption of food rich in iron e.g red meat and foodstuffs containing vitamin C.
- this mostly affects the pre-school age children. It causes brain defects and poor attentiveness
- **Parasitic Infection** (Hookworm, Bilharzia, Ringworm, etc):
- These are highly prevalent among school aged children in developing countries
- Parasitic infection in a child can lead to malnutrition and loss of concentration.
- This is associated with impaired cognitive functioning.
- It affects the short term memory and the ability to retrieve information from long term memory

Cont...

- Infestation by worms can lead to a child's poor performance at school
- **Iodine Deficiency Disorders (IDD)**
- Iodine is necessary for ordinary body metabolism
- IDD is caused by inadequate intake of iodine
- Iodine deficiency could result in Goitre, psychomotor retardation, mental damage and hearing impairment
- Other diseases which can affect children's participation in school include Intestinal infections and malaria etc.

❑Measures to Address these Problems

- Malnutrition-give high energy protein diets to children
 - Worms-deworm children
 - Iodine- iodize using the common salt
 - Iron-avoid eating meat and concentrate on green vegetables especially spinnach
- ❑Failure to address health issues can have damaging consequences for education. It can erode the benefits of public investment in education.**

Cont...

□ Education and Gender

- Gender issues are topical in education provision.
- **Definition:** **Gender** is a psychological or cultural term referring to one's subjective feeling of maleness (masculine) or femaleness (feminine) irrespective of one's sex.
- ✓ **Gender Roles:** are culturally and socially determined
- ✓ Inherited from generation to another
- ✓ Society's evaluation of behaviour
- It is an analytical concept which focus women's roles and responsibilities in relation to those of men
- Gender has nothing to do with ones biological makeup
- ✓ **Sex is a biological term**, referring to male or female depending on one's sexual organs or genes

Cont...

- **Sex organs** constitutes the major identifying factors
- **Sex Roles:** Roles males or females assume due to physiological differences which are automatic in terms of their body make up. Child bearing, breastfeeding etc
- Note that education is one of the most important prerequisites to participation of women in modern society
- Education thus must be made available to both males and females to enable them function effectively in modern society and contribute to national development
- Women's education is particularly associated with:
- Significant reduction in Infant mortality rate
- Improvements in family nutrition and health
- Lowering of fertility rates
- Improved chances of children's education

Cont...

- Increased opportunities for income earning in both wage non wage sectors
- It is these perceived benefits which have pre-occupied both govt and international development agencies in promoting education for women.
- Until now, there was little concern about the girl's education in the past
- The representation of girls and women in the education system was lower than that boys and men
- There are a number of factors which led to this scenario.

Cont...

The following factors affect the quality of education especially that of the girl child:

▪ **Institutional**

▪ Distance of schools

▪ Fees and levies

▪ Negative image of girls portrayed by schools

▪ Various forms of harassment from male teachers

▪ Poor school infrastructure, poor water supply and sanitation are a barrier to the girl's education

▪ **Socio-cultural**

▪ Low value placed on educating a girl

▪ Unschooled mothers

▪ Over burdening of girls with chores

▪ Early marriages

▪ Doubt over girls' intellectual capacity

Cont...

- Dependency syndrome on males
- Community attitude where girls are seen as appendages of boys instead of individuals.
- **Personal**
- Lack of one's self concept (self-view), self esteem, self confidence and locus control (helpless, avoiding difficult tasks)
- High impression management to society
- Engage in self-fulfilling prophecy

Cont...

- **Interventions to Promote Girl Child education in Zambia**

- ✓ Establishing a special bursary scheme for girls
- ✓ Establishing more schools and school places for girls
- ✓ Affirmative actions such as lowering entry points for girls to enter into higher grades and tertiary education
- ✓ Making schools safe places for girls
- ✓ Ensuring girls are gender friendly-making sure sanitation facilities are available
- ✓ Guaranteeing the re-entry of girls in school through the re-entry policy
- ✓ Training more female teachers as role models to the girl child.
- ✓ Supporting girl child education through NGOs and programmes such as PAGE, FAWEZA, CAMFED and others

Cont...

□EDUCATION AND HIV/AIDS

- HIV/AIDS continues to be a major developmental challenges for Zambia, which still has one of the highest HIV prevalence rates in the world.
- In Zambia, the first case of AIDS was diagnosed in 1984.
- Zambia is said to have a generalized epidemic with HIV spreading through the population as opposed to being concentrated in specific populations
- In the 2007 ZDHS, HIV prevalence in adults aged 15-49 years was at 14.3%
- The ZDHS (2007), found that the prevalence rate is higher in women (16.1) than in men (12.3%)
- Young women aged 15-19 years, are 5 times likely to be infected compared to men of the same age
- There is approximately 1.1 million Zambians Living with HIV

Cont...

- **Impact of HIV/AIDS on Education**
- Education and training are key for long term development
- The provision of quality education has been directly linked to positive economic development, emancipation and good health
- However, HIV/AIDS is a real threat to the education sector and human resource-based development
- HIV/AIDS has affected the provision of education in three (3) key areas:
 1. The demand for education
 2. The supply of education
 3. Quality and management of education

Cont...

HIV/AIDS is Decreasing the Demand for Education

- Due to HIV/AIDS fewer children are being born due to the early death of one or both parents
- Some children born with HIV die before reaching the school going age resulting in lower school enrolments
- Children with AIDS are frequently kept away from school or are taken out of school due to illness, stigma and discrimination.
- Girls drop out of school or never enrol in order to nurse the sick parent(s) or sibling
- Children from AIDS-affected families are under emotional stress
- Communities weakened by loss of productive members may not be able to raise resources for self-help and other educational activities

Cont...

- As a result of taking care of the sick parents or relatives, some children are traumatized, have less time for school and spend much time trying to earn family income.
- Consequently, the demand for education is reduced due to low enrolment rates, irregular school attendance and high drop out rates

□HIV/AIDS Decreases the Supply of Education

- Due to HIV/AIDS, the Zambian government is faced with the problem of providing resources that can make the process of education effectively to take place
- HIV/AIDS has led to the shortage of resources such as human (teachers, managers and parents), material objects (reading and writing materials) and financial resources (payment of fees and other related costs) in the education system

Cont...

- Diversion of national and family resources to AIDS care and treatment
- The reduction in the number of teachers due to HIV/AIDS, provision of teaching and learning materials and school buildings are clearly indicate that the supply of education is on the decline
- Note that the numbers of teachers available in the field of education is usually a function of the capacity to train teachers, retention of teachers in classrooms and the health conditions of those already in the field.
- The supply of education therefore is affected when there are few teachers and managers to provide education services.

HIV/AIDS is Affecting the Management and Quality of Education

- This is mainly as a result of:
- Increased teacher absenteeism

Cont...

- Loss of teachers, education standard officers, planning and management personnel results in having less qualified personnel.
- The loss of trained and experienced teachers in death due to AIDS leaves the education system with inexperienced and less well trained teachers, leading to poor educational services.
- This affects the education system's ability to plan, manage and implement policies and programmes in the sector.
- This situation is likely to change the education system:
- There will be less time devoted to teaching
- Materials and funds to support schooling will lessen, thereby affecting the quality and quantity of education provided

Cont...

- The loss of financial and trained human resources will translate into reduced enrolment, high drop out rates, increased numbers of teacher transfer and diminished sources of funding for teaching and learning materials
- Overall the efficiency and effectiveness of the education system may be eroded.
- **Role of Education in the Prevention and mitigation of HIV/AIDS**
- Integrating HIV/AIDS issues in the curriculum. Coming up with policies on integrating quality life skills, sexual health and HIV/AIDS into the school curriculum.
- Training of education providers in the field of HIV/AIDS
- Introduce peer counselling during school hours
- Involve pupils/students in HIV/AIDS education through the formation of Anti-AIDS clubs in learning institutions

Cont...

- The education system should be designed to address issues of poverty and gender equality
- Need to establish HIV/AIDS work place policies in the education system
- Need for teachers, education managers and parents to be role models to the young ones, they are supposed to be people with high integrity.
- Education is expected to provide more practical skills to enable young people to be more employable upon completion of the school programmes
- There is need to provide value based education
- To address the waste of teachers due to HIV/AIDS, a human resource planning strategy that takes into account morbidity and mortality rate must be put in place.

Cont...

□EDUCATION AND MILLENIUM DEVELOPMENT GOALS

- World leaders at the Millennium Summit in September, 2000, adopted the UN Millennium Declaration.
- They committed their nations to a new global partnership to reduce poverty and uphold the commitments in the Universal declaration of Human Rights
- The partnership was subsequently reflected in a series of time bound targets, with a deadline of 2015, known as the Millennium Development Goals (MDGs).
- Of the Eight (8) MDGs, two are directly related to education

Cont...

- **MDG 2:** calls for the achievement of universal primary education by 2015 whereby every child must complete a full course of primary education.
- **MDG 3:** calls for the promotion of gender equality and the empowerment of women with, specifically, the elimination of gender disparities at primary and secondary school levels by 2005 and across all education levels by 2015.
- Note that the remaining interrelated development areas are greatly influenced by the progress made towards the MDGs 2 and 3

Cont...

□The Central Role of Education in the MDGs

- Without the knowledge and various skills developed through schooling and other basic education programmes, the opportunities for individuals and the ability to act independently are greatly reduced
- In addition, speeding up the movement towards the attainment of the education MDGs will lead directly to an acceleration of the other MDGs, especially those focusing on poverty reduction and general improvement in health
- Because education provides knowledge and skills, it encourages new behaviour and increases individual and collective empowerment. Education is at the centre of social and economic development.

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- In a nutshell below are the eight (8) reasons why education is important to achieve the MDGs.

1. More people would grow and develop
2. More people would learn and know
3. More people would be equal and just
4. More children would survive and live
5. More mothers would be healthier
6. More people would be able to combat illness
7. More people would think of the future
8. More people would work together

Cont...

- **Role of Education in the Achievement of MDGS**
- **MDG 1: Eradicating Extreme Poverty and Hunger:**
- Education is a powerful driver for poverty reduction and sustainable economic development. It gives people knowledge and skills to increase production and income, to create and take advantage of employment opportunities.
- And to reduce hunger and malnutrition

Cont...

- **MDG 4: Reduce Child Mortality:**
- Children of parents with at least a basic education are more likely to survive after age of five.
- Educated mothers tend to make a better use of available health services and give quality care to their children.

Cont.

□ **MDG 5: Improve Maternal Health**

- Links between maternal health and education are strong.
- Education delays the age at which young women give birth. Adolescent girls are up to five times more than likely to die from complications in pregnancy than women in their 20s and their babies are also higher risk of dying.
- Less educated women especially those living in rural areas, are far less likely to give birth in the presence of a skilled health worker than better educated women who live wealthier households.

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- To the extent that education conveys reproductive health messages in general and empowers women to seek and demand health services, the world is likely to move closer to towards improvements in maternal health
- **MDG 6: Combat HIV and AIDS, Malaria and other Diseases:**
- Education can directly prevent new HIV infections through providing information about the causes, and indirectly through contributing to overcoming the socioeconomic barriers that foster its spread.

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- E.g. poverty, ill-health and gender abuse and violence.
- It can also encourage access to treatment as well as fight against stigma and discrimination against infected and affected people.

Cont...

□MDG 7: Ensure Environmental Sustainability:

- Education equips people with knowledge, skills, values and behaviour required for environmental sustainability.
- It can help people better understand their environments,
- change consumption and production patterns and avoiding harming the environment.
- **MDG 8: Develop a Global Partnership for Development**
- Education is likely to help create and promote better, fairer business and trade partnership opportunities that reduce poverty and help young people find employment.

Cont...

- **Millennium Development Goals 2 and 3**
 - **MDG 2: Achieve Universal Primary Education**
 - The target for this goal is to ensure that by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling
 - **Indicators**
 - Primary school enrolment (%)
 - Pupils reaching grade seven (%)
 - Literacy rates (15-24 years old) (%)
 - **Successes**
 - With regards to universal primary education, Net enrolment of children in primary schools increased

Cont...

- From 80% in 1990 to 93.7% in 2010
- The proportion of students reaching grade 7 has increased from 64% in 1990 to 90.0% in 2010.
- These developments were supported by the increased construction of schools, the removal of school fees in 2002 and adoption of Free basic Education and Re-Entry policies
- As such one can say the primary target of 100% has already been attained
- A big challenge however, remains on the quality of education received, as well as the enrolment and completion rates in secondary school subsequently

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□The Challenges for the achievement of MDG 2 include:

- High teacher-pupil ratios due to accelerated enrollments and the loss of teachers due to HIV and AIDS
- HIV/AIDS affects the demand and supply of education
- High poverty levels
- Pupil and Teacher absenteeism owing to the epidemic
- Stigma and discrimination of HIV-positive children
- Cultural practices which still confine girls' role to the kitchen
- Early marriages and teenage pregnancies
- And girls are twice as likely to drop out of school as boys

Cont...

- Emphasis therefore need to be placed on the quality of education, achieving higher completion rates for girls in secondary education and improving access to post-secondary education and skills training.
- **MDG 3: Promote Gender Equality**
- The target is to eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015.
- **Indicators**
- Ratio of girls to boys in primary, secondary and tertiary education
- Ratio of literate women to men (15-24 year olds).
- Share of women in wage employment in non-agricultural sector (%)
- Proportion of seats of held by women in parliament (%)
- And the proportion of women in decision making positions

Cont...

- **What is Prevailing on the Ground?**
- The proportion of girls to boys in primary education has increased from 90% in 1990 to 99% in 2010 which is very close to 100%.
- Zambia has attained gender parity in primary school enrolment in effect. This can be attributed to the Programme for Advancement of Girls' Education, introduced in 1994, and to a lesser the lesser degree the re-entry policy.
- In secondary education gender parity has, however, fallen from 0.92 (92%) in 1990 to 0.86 (86%) in 2010.
- This was primarily driven by a high dropout rate for girls who are being socialized to become wives, mothers and

Cont...

- care-givers, which results in more domestic responsibilities, teenage pregnancies and early marriages
- Equality in tertiary education is far from being achieved with the ratio of females to males showing some minor fluctuations from 2005 (74%) and 2009 (75%).
- The ratio is highest in colleges of education, where more women than men enrolled in 2008.
- The ratio in institutions under TEVETA have continued to hover around 68% since
- It would therefore, take strong affirmative action to for equality in tertiary education to occur by 2015.

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- There are less women in parliament as well as those holding decision making positions compared to men. (Less than 30% of the MDG target and less than 50 % of the SADC gender protocol)
- So the number of girls in primary, secondary and tertiary education has always been low compared to the boys. There are also more men in wage employment compared to women.
- Society is said to leave the role of nursing to women thereby reducing their chances of being educated and empowerment for attaining the equality status
- The **barrier** to the attainment of this goal is that girls are usually withdrawn from school to help with domestic chores while their mothers join the labour market to supplement household income.

Cont...

- **Accelerators to Gender Equality**
- Early marriages, teenage pregnancy, HIV/AIDS and cultural factors that deter girls and women from actively participating in the political life of their communities need to be addressed to see further progress towards this MDG target.
- Promotion of school and community sensitization to change attitudes and behaviours towards the importance girl child education.
- Need for greater investments in women's education, emphasis on equal pay for equal work as well as increased access to entrepreneurship skills and asset ownership by women will go a long way towards this end

CONT...

EDUCATION AND POPULATION

- Definition: population refers to the number of people living in an area at a particular time.

- **Statistics on Zambia's population**

- ✓ According to the 2010 census, Zambia's total population is over 13, 092, 666.
- ✓ In 2000 it stood at 10, 285, 631
- ✓ In 1990 it was at 7, 759, 167

- **Zambia's population growth rate:**

- ✓ 2000-2010 it was at 2.8%
- ✓ 1990-2000 it was at 2.9%
- ✓ 1980-1990 it was at 3.1%

Cont...

□ **Causes of Rapid Population Growth in Zambia has been due to higher fertility rates as a result of:**

- ✓ Desire for large families
- ✓ High illiteracy levels among females
- ✓ Lack of family planning knowledge among the illiterate
- ✓ Early marriages
- ✓ High levels of infant and child mortality
- **Implications of Rapid Population Growth on Education**
- Leads to the decline in Gross National Product (GNP) per capital and hence problems in wealth distribution

Cont...

- ✓ The economic development cannot meet the pace of population growth
- ✓ High fertility rates among women (6.5%) resulting in high dependency ratios
- **In terms of education:**
 - i. Government cannot afford to meet the rising demand for education of a high population
 - ii. Too many children in school affect the quality of education being provided in schools
 - iii. There are high teacher pupil ratios. For example 1: 70 in a class
 - iv. The available resources such as books, desks, libraries cannot cater for a higher population. This therefore makes it hard to provide education for all

Cont...

- v. There is overcrowding in classes as a result of over-enrolment
- vi. There is also rapid deterioration of the school equipment and infrastructure as a result of overuse without the capacity to repair and replace the damaged property

□Education can Regulate Population Growth

- ✓ The more educated a woman is, the lower her fertility becomes.
- ✓ Educated people know how to use contraceptives properly
- ✓ The more educated the parents get (mothers) the lower the infant mortality and the healthier the child (hence no need to have a lot of children)

Cont...

- ✓ Educated parents have knowledge of family planning
- ✓ Educated parents know the demerits of having a very huge family (many children).

Impact of Rapid Population Growth on Education Policy

- ✓ Increased budgetary allocation to the sector
- ✓ Adoption of the double triple sessions so as to meet the population challenge,
- ✓ Policy on free education to help increase demand for it,
- ✓ Extended family planning to all adults.

Cont...

- To conclude:
- Quality education has a positive impact not only on the country's economic development, but also on human development
- For example, It can lead to better healthy, lower fertility levels and maternal mortality, less risk of exposure to HIV/AIDS and greater life expectancy.
- On the other hand the population can affect the demand for and supply of education
- For example, the population can facilitate or hinder the efforts to achieve Universal Primary Education (UPE) especially when it is growing rapidly and within the context of resource constraints

CONT...

□EDUCATION AND POVERTY

- ✓ **Poverty** is 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:** 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:** occurs when you lack acceptable levels of resources or income in comparison with others within society

Cont...

- **Poverty Situation in Zambia**

- ✓ Poverty in Zambia has been on the rise since the 1980s
- ✓ 61% were poor in 1991
- ✓ 73% were poor in 1993
- ✓ 72.9% were poor 1998
- ✓ 64% were poor in 2012
- ✓ Currently extreme poverty in rural areas is at **57%** and **13.1%** in urban areas. The worst affected provinces are **Luapula, Western and Eastern.**
- ✓ There is a goal to reduce extreme poverty to the target of **29%** by 2015

- **Causes of Poverty in Zambia**

- ✓ Lack of education
- ✓ High levels of unemployment
- ✓ Unfair trade in the world economy
- ✓ Over population

Cont...

- ✓ Corruption
- ✓ Poor governance
- ✓ Unequal distribution of resources
- ✓ Diseases e.g HIV/AIDS
- ✓ Environmental degradation

□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
- ✓ Demotivated teaching staff because of poor salaries and conditions of service
- ✓ Poverty affects children's success in schools
- ✓ Poor children are subjected to poor nutrition, less health care and this enables them to abscond school

Cont...

□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
- ✓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

Cont...

□**Role of Government in Reducing Poverty**

- ✓ Govt. should empower members of society through **technical education and vocational training** to cater for the untrained youths, labourers and semi-skilled workers
- ✓ In 1996, govt. introduced the Technical Education, Vocational and Entrepreneurship Training Policy Document aimed at Reducing poverty by Emphasizing Entrepreneurship
- ✓ Through the **Citizen's Economic Empowerment Commission** Government is making Financial resources available to people to venture into entrepreneurship
- ✓ The **Social Cash Transfer** project is being carried out to empower the poor in rural areas

Cont...

- ✓ Govt. to scale 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 to improve agric production
- Therefore it can be seen that what goes in the economy to a greater extent determines the extent to which education can end poverty

Cont...

□QUALITY ASSURANCE IN EDUCATION

- Quality Assurance is a systematic review of educational programmes to ensure that acceptable standards of education are maintained.
- It is a process whereby an institution ensures that it is providing the best possible products or services.
- In education, it entails checking that the quality of education provision meets the expected standards of customers.
- The term Quality Assurance is relatively new in education but has become very important.

Cont...

- It focuses on reducing the number of defects in service delivery.
- Suitable quality is determined by product users, clients or customers.
- In order to manage quality, we must first understand the specific quality expectations of the customers.
- **Elements affecting Quality Assurance**
- **Personal**
- Teachers' knowledge, competence, qualifications, motivation, integrity, confidence, responsibility, etc.
- Staff and pupil/student relationships
- **Resources**
- Infrastructure (E.g. libraries, labs)
- Learning materials

Cont...

- Classroom sizes
- Teacher-pupil ratios
- **Organisational**
- School leadership
- School climate
- Achievement press (e.g. frequency of monitoring and evaluations)
- **Quality Assurance Processes**
- Screening of candidates for admission
- Merit-based staff recruitment procedures

Cont...

- Curriculum reviews
- Student evaluations of staff
- Use of external examiners
- Academic auditors
- Accreditations of educational institutions
- Systematic evaluation of performance
- Inspection of schools

LITERACY, EQUALITY AND CURRICULUM REFORMS

LECTURE BY P. KAKUPA

CONT...

❑ 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 as the ability to read and write
- ✓ It is the ability to write coherently and quite fully
- ✓ Ability to discuss issues coherently
- ✓ 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 life long 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.

Cont...

- **TYPES OF LITERACY**

- ✓ There are basically two (2) types of literacy:

- 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

Cont...

□ AIMS OF FUNCTIONAL 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

- ✓ Reading newspapers; reading training manuals; understanding highway maps; balancing a cheque book etc

Cont...

□ Literacy and Reading Development

- ✓ This involves exposure to reading skills
- ✓ People must learn essentials or 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

1. Increases the efficiency of societies, politically, economically and scientifically. An educated population leads to low levels of fertility, high productivity, better health and nutrition

Cont...

2. More literate adults means an increase in individuals campaigning for education as a fundamental human right
3. Literacy equips adults with basic literacy skills thereby making them more proactive when it comes to their child's education
4. Literacy can lead to reduced poverty, political oppression and high life expectancy
5. 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.

CONT...

❑EQUITY AND EQUALITY ISSUES IN EDUCATION

- ✓ Equity as a social term relates to:
- ✓ Inequalities in the distribution of resources
- ✓ 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

Cont...

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

Cont...

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.

Cont...

□ Barriers to Equity

- 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

Cont...

☐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

CONT...

□ DIVERSIFICATION OF THE CURRICULUM

- **Definition:** Curriculum diversification is the process of broadening the curriculum content in schools in order to enable education provide necessary skills and knowledge that enable the learner to respond to the needs of society
- It is curriculum change in a practical or vocational direction
- ✓ The change in the curriculum is intended to generate amongst the students some basic knowledge and skills that may prepare them to think of becoming skilled workers and enter manual occupation

Cont...

- **Models of Curriculum Diversification**
- There are basically four (4) models or approaches which can facilitate the process of curriculum diversification in school:
 1. Diversification of the **whole formal education system**
 2. The **parallel vocationalised system**
 3. Diversification of the **components of a core curriculum**, and
 4. The use of **non-formal education**
- **Benefits of curriculum Diversification**
 - ✓ In secondary schools it has led to the **introduction of technical and commercial subjects**, thereby boosting the potential of education as an engine to economic development

Cont...

- ✓ Introduction of **agricultural science** in order to empower the recipients of educational skills to use land as one of the abundant natural resources for development
- ✓ It has enhanced the development of **trades training institutes** in Zambia
- ✓ In **rural areas curriculum diversification** has contributed to the preparation of **school leavers for both entrepreneurship and self employment**
- All in all diversification of the school curriculum has been seen as a **solution to the socio-economic problems that many developing countries are facing such as escalating unemployment levels**

Cont...

- **Arguments for Diversification**

- ✓ It is a necessary tool for **making education a true instrument of development.**
- ✓ It has made education become more **relevant to its recipients regardless of whether they are employed in the formal sector or not**
- ✓ Since the **principle of diversification is an on-going process**, it has made the education system to integrate in the curriculum cross cutting themes such as Health, HIV/AIDS, Corruption etc

Cont...

- **A Critique on Curriculum Diversification**

1. Teachers, pupils and parents do not regard vocational courses as better than academic courses in terms of status and prestige
2. No educationist is sure about when, where, and how vocational courses should be offered (is it in school, after school, before one gets a job or on the job?)
3. It's not clear whether we should have institutions which teach specific narrow vocational programmes or those which teach general programmes
4. Do we expect vocational courses when/if introduced in schools to reduce demand for university education or white collar jobs
5. People rarely take up a career for which they have had some preparations, some people change careers
6. It is difficult to keep the curriculum and equipment up to date because technology changes very fast
7. Equipment is difficult (expensive) to obtain and maintain, at the same time vocational courses are costly to run

Cont...

□ RURALIZATION OF THE CURRICULUM

- **Definition:** This refers to the inclusion of various rural socio-economic activities in the school curriculum
- It is the process of introducing rural socio-economic activities into the school system
- The argument for ruralization of the curriculum is premised on the fact that Zambia's education system is **pyramidal in structure**
- As such majority of Zambians can only access primary education, hence the need to include rural activities in the curriculum

Cont...

□**Aims of the of Ruralization of the Curriculum**

- ✓ To help children prepare themselves for a productive life in their communities whether in rural or urban areas
- ✓ To foster self-confidence and self reliance in children after school
- ✓ To help children make proper decisions especially in the social and economic activities of their community
- ✓ To help the community become a major beneficiary of education provision
- ✓ The National policy on education (1996) clearly state that the aim of ruralization of the curriculum is to produce a learner who should be **theoretically** and **practically** developed.

Cont...

□BENEFITS OF RURALIZATION

- ✓ Offers a resting ground that formal education at all levels can become a direct agent of socio-economic development
- ✓ Its able to transform primary education in terms of rural life and get rid of the aspect of education which is incompatible with rural life
- ✓ It promotes education with production and help rural communities realize that productive activities are of economic value
- ✓ Can make education as an instrument of adaptation and thus help pupils to use education to adapt to their communities
- ✓ It provides a basis for modernizing agriculture and give learners a chance to try new technologies and increase employment for school leavers

Cont...

A Critique to Ruralization

▪ The critique is based on four (4) grounds

1. Equity Grounds

- ✓ If the curriculum is meant to prepare children for a village life then such children are denied a chance to participate in modern life

2. Educational Grounds

- ✓ Not all teachers are equipped to teach agric skills

3. Socio-economic Grounds

- ✓ There are more economic rewards in urban areas than rural areas so more school leavers will be attracted more to the former than the latter

4. Psychological Grounds

- ✓ Those who gain practical skills are likely to have a desirable attitude towards work

Cont...

*Thank you so much for your attention!
All the best in the test and I wish you a
productive 2017!*

EDU 1010 LECTURE NOTES EDUCATION IN THE THIRD REPUBLIC

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INTRODUCTION

□FOCUS ON LEARNING POLICY DOCUMENT

- ✓ Produced in 1992
- ✓ It is a direct response to the resolutions passed at the Jomtien Conference, a world conference on education for all.
- ✓ The was the second national policy document on education in Zambia
- ✓ The main thrust of the Focus on Learning is that the principle purpose of schooling is **student learning**.
- ✓ Learning was to be the first priority in all schools
- ✓ The document aimed at promoting sound values, rights of human beings, equal opportunities and equality of all human being in Zambia

Cont...

- According to the FOL document; the main objective of education was to: **foster the fullest development of an individual for his/her own personal fulfilment and as a significant member of the Zambian Society**
- To achieve this priority the following objectives were reflected in the policy:
 - ✓ Ensuring that the focus in schools is on learning
 - ✓ Physically expanding primary schools and rehabilitating the existing ones
 - ✓ Developing literature (books) for primary schools and equipping these schools with an abundance of educational materials

Cont...

- ✓ Transforming the secondary selection examinations so that it serves truly the educational objectives
- ✓ Enabling the undernourished, handicapped, and other disadvantaged children to profit from school education
- ✓ Improving teacher education, and in so far as school expansion demands, expanding facilities so as to increase the number of trained teachers
- ✓ Fostering teacher morale and competence through improved professional and administrative support and through a comprehensive programme for in-service education
- ✓ Strengthening organisation and management of the education system
- ✓ All in all the focus of this policy was to develop and expand primary education
- ✓ The education system was thus expected to produce learners with the capacity to: reflect logically and critically; appreciate the achievement of civilization ; and respect and appreciate traditions and culture

CONT...

□ EDUCATION AND DEMOCRACY

□ DEFINITIONS

- **Education** here refers to an organised and sustained communication process designed to bring about learning OR a life long process conducted by many agencies
- **Democracy** is a form of governance system in which political power is held directly or indirectly by citizens under a free electoral system.
- It is a government by the people, for the people and of the people
- **Democracy** may also be defined as an order of social relationships, dedicated to the promotion of the individual and collective interest of common folk

Cont...

Link between Education and Democracy

- ✓ Education is charged with providing the young with competencies for productive participation in political consciousness
- ✓ There is thus a strong link between education provision and the democratization process
- ✓ Democracy requires citizens who are well educated, informed and properly trained in critical thought
- ✓ Once educated citizens are able to demand their rights from government: right to education, vote, unionism, freedom of speech and expression, shelter, health etc
- ✓ Educated citizens are able to demonstrate against bad policies and decisions and praise it over good things

Cont...

- ✓ Education gives self confidence to engage in constructive public discussions without fear or being manipulated
- ✓ Skills imparted through education play an important role in creating conditions for accountable government
- ✓ Skills enable educated people to gain access to debates, institutions of government and political processes from which the unlettered are often excluded
- ✓ The educated read more (Newspapers and other literature) to make informed decisions
- ✓ Literacy rights are vital to the defence of basic rights

Cont...

- ✓ Education in the end will have the responsibility for developing communities of citizens
- This responsibility in a democracy necessarily entails:
 - ✓ facilitating in its participation a constructive and critical voice- a skill required for democracy to exist in more than a name
 - ✓ Helping the next adult generation to vocalize and search for ways of creating the good society-for this is a product of many voices and not just a few
 - ✓ Recognizing that institutions have commitments beyond that of a profit, and that this involves concerns with issues of equity and justice, as well as economy and efficiency
 - ✓ Ensuring that those who work in such organizations (Educational institutions) are good role models for this young generation

Cont

- ✓ Empowering a level of participation greater than that required purely for the best results-a skill those within a democracy
- ✓ Education in a democracy thus has to give individuals clarity of thought, and a firm determination to bridge the gap between thought and action
- ✓ They are likely to learn to recognize and appreciate individual differences
- ✓ This is essential for the growth of democracy
 - To consolidate this democratic character in Zambia, schools need to help every young Zambian to acquire an understanding of the values that have shaped this society and the practices that will preserve it

Cont...

□ DECENTRALIZATION IN EDUCATION

- **Definitions:** the transfer of educational decisional making authority and responsibility from the centre to regional and local systems
- The granting of legal and financial powers over education to local units
- Entrusting local units with administrative responsibility and discretion to plan and implement programmes and projects or to adjust central directives to local conditions, within guidelines set by MOE

Cont...

□Benefits of Education Decentralization

- ✓ Relieves the MOE headquarters much of the burden of the day to day business
- ✓ Decisions are made closer to the points of delivery, where the action is taking place. This allows for greater responsiveness to local needs
- ✓ Effective involvement of community promotes a sense of ownership and responsibility for educational institutions
- ✓ There is an improvement in capacity building at national and local levels
- ✓ Decentralization encourages initiatives and improves the quality of education management, particularly at local level

Cont...

- ✓ Decentralization can help speed up the decision making process
- ✓ Empowering local communities and district authorities can often result in decisions made on the basis of greater knowledge and in a way that is likely to yield more appropriate results

□ Challenges of Education Decentralization

- ✓ Capacity building at the local level is one of the challenges because some stakeholders are not well trained to do certain roles
- ✓ Insufficient funding especially in situations where responsibilities are assigned to local managers without corresponding financial support e.g. DEBS

Cont...

- ✓ At times power and authority is abused at local level
- ✓ Lack of transparency and accountability
- ✓ Deployment and recruitment of teachers at times is characterized by a lot of corruption

ACCESS AND PARTICIPATION

ACCESS: refers to the extent to which education is being accessed by the general eligible population at a given education level

- ✓ Access in Zambia is predominantly at four (4) levels predominantly. These are at grades: 1, 8, 10 and tertiary institutions
- ✓ Entrance is considered as initial entrance to education
- There are two indicators. These are:
 - ✓ **Net Intake Rate(NIR):** these are the entrants in the first grade who are of official entrance age, expressed as a percentage of the population of the same age

Cont...

- **Gross Intake Rate (GIR):** this is the total number of new entrants in the first grade regardless of age, expressed as a percentage of the population of official entry age
- **PARTICIPATION:** refers to the number of eligible population who are accessing education
 - ✓ It is also the active involvement of the various stakeholders in the education system or process
 - ✓ Stakeholders include: community, pupils, teachers or churches
 - ✓ In this regard universal primary education entails that all children of primary school age participate in the sch. School system and complete primary school
 - ✓ Participation include three aspects: **initial enrollment; regular attendance and progression**

Cont...

- In participation there are three (3) critical indicators. These are:
 1. **Gross Enrollment Ratio (GER)**: this is the total enrollment regardless of age in a specific level expressed as a percentage of the population of official age in a given year
 2. **Net Enrolment Ratio (NER)**: this is the enrolment of the official age group for a given level of education expressed as a percentage of the corresponding population
 3. **Progression Rate**: Proportion of pupils who successfully completed a given grade and proceed to the next grade in the following year
 4. **Drop Out Rate**: Proportion of pupils who leave the education system without completing a given grade in a given year

Continue

1. **Efficiency:** in relation to participation and gives a picture of how the education works in relation to pupil progression, completion, drop out and repetition
2. **Completion Rate:** those who actually complete the education cycle
3. **Repetition Rate:** this is the rate pupils from a given cohort who repeat in a given grade

Factors that Militate Against The Access and Participation In Education

- ✓ Few schools, colleges and universities
- ✓ Unqualified teachers
- ✓ Uneven geographical distribution of schools

Cont...

- ✓ Financial Constraints
- ✓ Poor infrastructure
- ✓ Shortage of teachers
- ✓ HIV and AIDS pandemic

□ Strategies put in Place

- ✓ Turn some colleges into universities
- ✓ Turn primary school colleges into Diploma OFFERING colleges
- ✓ Build more schools in areas where they are few
- ✓ Introduce more parallel and distance education in all universities and colleges
- ✓ Increase Academic Production Units, open classes and evening classes in all schools

Cont...

- ✓ Involve more partnership in education provision
i.e churches , NGOs and communities
- ✓ Introduction of fast-track programmes for high school diploma teachers
- ✓ Take infrastructure development to rural areas
- ✓ Encourage people to go for VCT
- ✓ More bursaries and increase funding to basic schools

Cont...

□EDUCATION FOR THE UNDERPRIVILEGED

- Definition: the underprivileged are “a group of people without sufficient resources for meeting their basic needs including education”
- Such group of people in the context of education such as the poor, rural children, orphans, the orphans, the street kids, the challenged children and the girl child.
- These are the people in education that need special attention and protection from the policies that are designed
- Collectively, these people are over 70% of the households in Zambia

Cont...

- **Challenges of Access and participation in Education**

- ✓ These groups are mostly discouraged to access education due to the cost attached to it
- ✓ They view school as an instrument of alienation from their real life situation
- ✓ Their schools are generally poor in terms of infrastructure and staffing
- ✓ Majority of the street-kids and a good number of orphans have completely no access to education
- ✓ Most of the special education needs children are not enrolled in school due to tendency of many families to conceal them
- ✓ Some categories of the under-privileged such as the “Girl Child” are always under perform in public examinations in the area of Mathematics and Science
- ✓ They have both a lower gross enrollment ratio at all levels of education and a lower completion rate, but a higher drop out rate

Cont...

□ EDUCATING OUR FUTURE POLICY DOCUMENT

- ✓ The policy document came out in 1996
- ✓ This is the third national policy document on education
- ✓ It is the most comprehensive and well thought out policy documents
- ✓ Educating our future tried to address issues of the entire education system
- ✓ This is in line with the mission of the MOE which is “**to guide the provision of education for all Zambians so that they are able to pursue knowledge and skills, manifest excellence and moral uprightness, defend democratic ideals, and accept and value other persons on the basis of their personal worth and dignity, irrespective of gender, religion, ethnic origin or any other discriminatory character**”

Cont...

- ✓ This document tried to improve on the 1992 focus on learning
- ✓ The liberal democracy inspired the 1996 National Policy on Education
 - **The objectives of this particular policy were to:**
 - ✓ Promote democratization and liberalization of education
 - ✓ Decentralization and productivity on one hand and emphasised curriculum relevance, efficiency and cost-effectiveness and revitalized partnership in education on the other hand.
 - ✓ It looked at the flexibility, pluralism and responsiveness of the education system to the needs of society
 - ✓ Protection of the quality of education. That every Zambian is entitled to good education
 - ✓ It thus focused on promoting access, equity and quality at all levels of education

Cont...

- ✓ Learners were to access the highest standard of learning: having quality teachers, buildings as well as teaching and learning materials
- ✓ Focused on producing fully developed learners from the school system both in its theoretical and practical areas.
- ✓ Focused on creating conditions for effective coordination of policies, plans and programmes
- ✓ Increase access to education and life skills

Educational Policy Interventions to Mitigate the Challenges of the Under-Privileged

- ✓ to improve the human capital of the underprivileged through the provision of better quality and more universal education.
- ✓ Its government policy that each and every child should have access to education because of their inability to meet its cost

Cont...

- ✓ Govt has endeavoured to provide a varied, interesting and relevant curriculum which can cater for the interests of many people from different social backgrounds
- ✓ By providing a well resourced school environment for all categories of children through good teaching and an active net-work of relationship between the school and the community
- ✓ Fair distribution of the limited resources, by giving more to those who have been disadvantaged in the social structure
- ✓ Opening technical schools for girls by improving their participation in Mathematics and Science related subjects
- ✓ MOE has established bursary and scholarship schemes for the under privileged

Introducing the SDGs

The Sustainable Development Goals

The SDGs are ...

- A set of 17 goals for the world's future, through 2030
- Backed up by a set of 169 detailed Targets
- Negotiated over a two-year period at the United Nations
- Agreed to by nearly all the world's nations, on 25 Sept 2015

What is new and different about the 17 SDGs?

First, and most important, these Goals apply to *every* nation ... and every sector. Cities, businesses, schools, organizations, *all* are challenged to act. This is called

Universality

Second, it is recognized that the Goals are all inter-connected, in a system. We cannot aim to achieve just one Goal. We must achieve them all. This is called

Integration

And finally, it is widely recognized that achieving these Goals involves making very big, fundamental changes in how we live on Earth. This is called

Transformation

A photograph of two young boys. One boy, slightly older, is holding the other. They are both smiling and appear to be in a natural, outdoor setting with warm sunlight. The boy being held has his arm around the older boy's shoulder.

**#1: End
poverty in all
its forms
everywhere**



#2: End hunger, achieve food security and improved nutrition



**#3: Ensure
healthy lives
and promote
well-being for
all at all ages**

A photograph of two young children, a boy and a girl, looking at a globe together. The boy, wearing a green polo shirt, holds the globe while the girl, wearing a pink t-shirt, looks on. They appear to be in a classroom setting. A red rectangular overlay contains the text.

**#4: Ensure
inclusive and
quality
education for all
and promote
lifelong learning**

**#5: Achieve
gender
equality and
empower
women and
girls**





**#6: Ensure access to
water and sanitation
for all**



#7: Ensure access
to affordable,
reliable,
sustainable and
modern energy for
all



**#8: Promote inclusive
and sustainable
economic growth,
employment and
decent work for all**

A photograph of a person standing in a long, dark tunnel. The tunnel walls are curved and appear to be made of concrete or stone. There are several vertical panels of different colors (red, yellow, green) attached to the walls, which allow some light to pass through and create bright, geometric shapes on the floor and walls. The person is seen from behind, holding a laptop and looking towards the bright end of the tunnel.

#9: Build resilient infrastructure, promote sustainable industrialization and foster

#10: Reduce inequality within and among countries



**#11: Make cities
inclusive, safe,
resilient and
sustainable**



A close-up photograph of a row of bicycles parked at a white metal bike rack. The bicycles have black frames and wheels, with some having red reflectors on the rear fenders. The background shows green trees and a paved path.

**#12: Ensure
sustainable
consumption and
production patterns**

**#13: Take urgent
action to combat
climate change and
its impacts***



A vibrant underwater scene featuring a massive school of small, silvery-blue fish swimming in a dense, swirling pattern. Below them, a coral reef with various green and brown polyps is visible, dotted with a few smaller, colorful fish like red anthias. The water is a clear turquoise.

**#14: Conserve
and sustainably
use the oceans,
seas and
marine
resources**



#15: Sustainably manage forests, combat desertification, halt and reverse land degradation, halt biodiversity loss

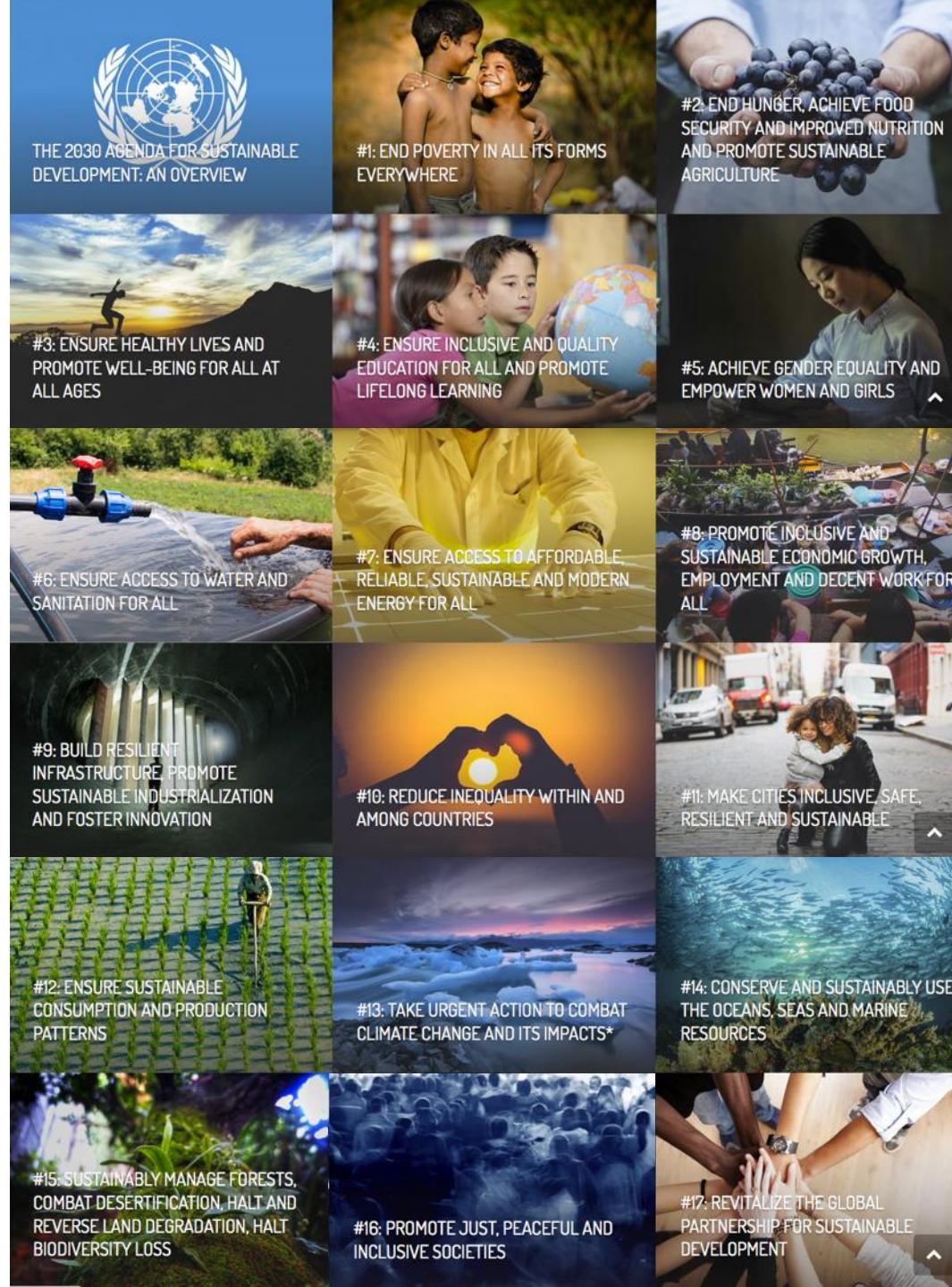
A large crowd of people in a stadium, viewed from behind, under bright lights.

**#16: Promote just, peaceful
and inclusive
societies**

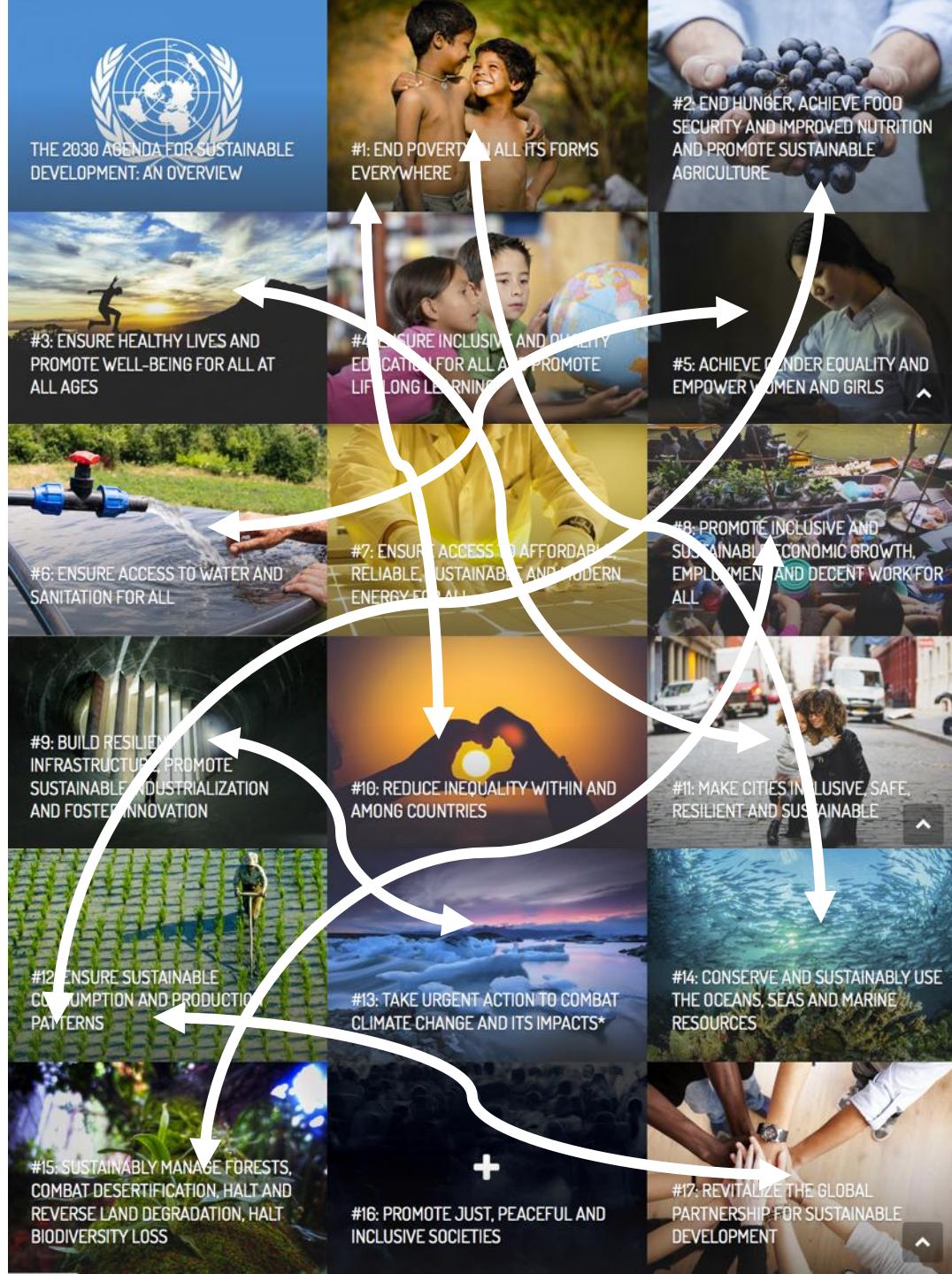


**#17: Revitalize
the global
partnership for
sustainable
development**

Each goal is important



Each goal is important



And they are all connected

Goal 4: Ensure inclusive and quality education for all and promote lifelong learning

SDG 4: Introduction

- Quality education leads to an improvement in people's lives and sustainable development.
- Major progress made towards increasing access to education and increasing enrolment rates in schools particularly for women and girls
- Basic literacy skills have improved tremendously
- However, efforts are needed to make even greater strides for achieving universal education goals
- While equality in primary edu between girls and boys, very few countries have achieved that target at all levels of education.
- Enrolment in primary education in developing countries has reached 91 per cent but 57 million children remain out of school

SDG4 Targets

By 2030, ensure:

- i) that all girls and boys complete free, equitable and quality primary and secondary education
- ii) that all girls and boys have access to quality early childhood development, care and preprimary education
- iii) equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
- iv) substantial increase in the number of youths and adults with relevant skills, E.g. technical and vocational skills, for employment, decent jobs and entrepreneurship

SDG4 Targets

- v) Elimination of gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable
- vi) that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy
- vii) that all learners acquire the knowledge and skills needed to promote sustainable development
- viii) Building and upgrading of education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all

SDG4 Targets

- ix) substantial expansion globally of the number of scholarships available to developing countries, in particular least developed countries
- x) increase in the supply of qualified teachers, including through international cooperation for teacher training in developing countries

EDUCATION AND THE QUALITY OF LIFE

LECTURE BY P. KAKUPA

**DEPARTMENT OF EDUCATIONAL
ADMINISTRATION AND POLICY STUDIES**

CONT...

□EDUCATION AND PRODUCTION

- ✓ **Introduction:** Education with production means an education that is both **theoretical** and **practical**
- ✓ It is an education system that combines **intellectual pursuits with physical labour**
- ✓ To achieve this, the school curriculum has to be vocationalised
- ✓ **Vocationalization of the curriculum** is the teaching of practical skills through subjects such as woodwork, tailoring, etc
- ✓ Therefore, education with production give individuals knowledge and skills and instill attitudes that increase their productivity and output and hence facilitating national development

Cont...

□**Benefits of Education with Production**

- ✓ It **reduces the cost of educational provision** through self help by the institutions themselves
- ✓ It helps pupils **acquire planning, management and marketing skills**
- ✓ Students are likely to link **theory with practical application**. For example, students have learnt metal work And could repair metal furniture such as chairs, beds, tables, desks etc
- ✓ Educators will be able to **close the existing gap between manual and mental work** showing that they are both important and complementary
- ✓ Students are likely to be **self-reliant**. Production activities will fulfill virtues or rather the spirit of self-help

Cont...

- ✓ Production with education is likely to **prepare pupils for self-employment because** they help prepare pupils with survival skills
- ✓ Education with production will enable pupils learn useful **occupational skills for application in later life**. So production units will familiarize the students with the world of work

□Challenges of Realizing Education with Production

- ✓ The **time allocation are so weighted in favour of general and science subjects** or rather theoretical subjects such that only a small proportion remain for practical subjects
- ✓ Production units lack materials, equipment and books

Cont...

- ✓ Inadequate Teachers
- ✓ Non availability of water for crops
- ✓ Non Availability of Land for production Units especially in Urban areas
- ✓ Lack of transport to bring feed stocks or carry produce to the market

Cont...

□EDUCATION AND THE QUALITY OF LIFE

- In this lecture, we will try to appreciate how education can promote the quality of life.
- Promoting the quality of life is about improving the standards of living of all people.
- In doing so we will try to link education to production, employment, population and poverty to mention a few.

□EDUCATION AND EMPLOYMENT

- By Definition Employment refers to **what human beings do in order to sustain themselves** Or it is **any work that one does for a wage (reward)**.

Cont...

- In 2012, Zambia's working population age group consisted of **7,837,038** people and only **5,845,250** of these were **economically active** (GRZ, 2013).
- Of the economically active, only **5,386,118** were employed in 2012.
- Of those employed, **16.6%** were in formal employment, while the remaining **83.4%** were engaged in the informal sector which comprised mainly agriculture and self employment (GRZ, 2013).

Cont...

Relationship Between Education and Employment

- Mark Blaug (1973), highlights the assumptions that demonstrate the inter-connection between education and employment and how these influence employment opportunities
- Note that the positive influence of education on employment is notable when the **person's level of education tends to be a tool in increasing that individual's employment opportunities**
- On the other hand, **when education outruns employment opportunities, the negative influences are noted as education become a source of unemployment.**

Cont...

□Positive Influence of Education on Employment

1. Education increases the volume of employment

- ✓ Education is a kind of investment for **future productive capacities** and largely beneficial to those who receive it
- ✓ It is **labour intensive industry**, and as such it employs many people and therefore increases the volume of employment. e.g teachers and lecturers.
- ✓ It is a type of social investment which makes people more productive by providing manual and mechanical skills and imparting development values and attitudes in them which cannot be found anywhere else.
- ✓ Educated people save more and spend less of their income. They save to create jobs for others in the long run.

Cont...

- ✓ Educated people tend to consume labour intensive goods and in turn create employment for those involved in production of such goods and services

2. Education Works to Eliminate Poverty

- ✓ When one is educated, they are likely to have access to employment opportunities. This is likely to provide them with income for sustenance.
- ✓ Education of women reduces the birth rate both directly through education of women and indirectly through increasing the period in which children are dependent on their parents. This lowers the population growth and this tends to increase the per capita income thereby reducing poverty levels.

Cont...

- ✓ Education fills the manpower shortages in the productive sectors of the economy and in return promotes economic growth and consequently reduces poverty
- ✓ Wherever poverty levels are high, employment opportunities tend to decrease

□ Negative Influence of Education on Employment

3. Education may cause unemployment when it outruns employment opportunities

- ✓ When taken at face value, the assumption that education causes unemployment is incorrect.
- ✓ Education however, makes people unemployable by **over raising their career aspirations beyond all hopes of satisfying them**

Continue

- ✓ At times education may give **wrong skills, wrong attitudes** and **inappropriate values** that make the educated unemployable in industry.
- ✓ For example, our education system may not give someone right skills and attitudes for self-reliance and development.

4. Education Converts Under-employment into open unemployment

- ✓ Education motivates people to leave their traditional rural communities with a lot of jobs in the agric-sector and move into urban centers where jobs may be difficult to find.
- ✓ Education stimulates the **flight from farming to employment seeking in town**, even when it may not easily be found

Continue

- ✓ Educated people become aware of greater earning opportunities in town. However, since the employment opportunities are few, many are left with no jobs.
- ✓ In countries with poor economies like Zambia, the greater the number of the educated, the higher the levels of unemployment.
- ✓ Education is said to be costly, **absorbing all resources that might otherwise be invested** in the industry to create employment opportunities.
- ✓ In countries where the labour market is not stable, the increase in the **provision of education may result into unemployment of the educated**.
- ✓ In every country, the number of educated people who are not employed, represent a serious economic problem.

Cont...

- ✓ Education is also part of the scramble for limited supply of top jobs, as employers prefer to employ the highly educated personnel even when higher qualifications may not efficiently contribute to job performance.
- ✓ Hence many people are motivated to acquire extra education in order to compete better in the job race.
- ✓ Education also creates earning differentials between the more educated and the less educated.
- ✓ It is this difference in earnings which creates excess demand for education, resulting into an excess supply of educated manpower, leading into the unemployment of the educated.

Cont...

- **But can education solve the problem of unemployment?**

- **How Education can be Used to Solve the Unemployment Problem**

- ✓ **NB:** Education does not create employment but simply facilitate it. It does so by giving people skills and necessary competencies to work effectively. The following are some of the suggestion for reducing unemployment:
 - ✓ There is need to ensure that the education outcomes at all levels match the needs of society to improve the quality of life of people.
 - ✓ **Curriculum Reform:** Curriculum should be made more responsive to the needs of the people.

Cont...

- ✓ Reducing earning differentials
- ✓ Replacing all grants and scholarships with loans at higher education stage
- ✓ **Examination Reforms:** such as abolishing Examinations
- ✓ More so to address the challenges of unemployment, various labour market-related pieces of legislation must be revisited. For example, the Employment Act, Factories Act and Statutory Instruments on minimum wages and conditions of service.

EDUCATIONAL REFORMS AND INNOVATIONS

□Definitions:

- **Reforms:** refers to large scale changes in education or practice, methods or content or structure or organisation.
- **Innovations:** are small scale changes in education practice or methods, content or structure or organisation.

□Educational Reform Movement of the 1970s

- ✓ Globally, extensive efforts were made to reform or reorganise the existing educational structures
- ✓ To modernize teaching methods and contents
- ✓ A number of external events **triggered** the key educational reforms

Cont...

- ✓ For example; (1) the emergence of a new society in United kingdom after WW2, (2) shock by the U.S.A about Russia's capacity to launch a spacecraft in 1950, and (3) the abolition of colonialism in Africa and Asia
- ✓ In the 1970s, such external events enabled many African countries, Zambia inclusive to be more conscious about the need to reform their education system

□Factors Leading to Educational Reform Movement in the 1970s

- ✓ Newly independent countries embarked on education Reform movements due to:
- ✓ The fact that in 1960, the development decade, much emphasis was placed on the quantitative expansion of the education systems, but issues of **quality** arose

Cont...

- ✓ Misgivings about the education system: highly selective, promoting individualism and elitism, class consciousness, paper qualification more important than knowledge and skills etc. promoting inequality
- ✓ Economic self sufficiency demanded massive changes to the edu. Curriculum, and out of school education/training networks
- ✓ The desire by independent states to establish different **programmes and institutions**
- ✓ Disillusion with the results of the 1960s (development decade) motivated many countries to strive for something better

PROCESS AND CONTENT OF THE 1977 EDUCATION REFORMS

❑Processes Leading to the 1977 Education Reforms

- ✓ Following Zambia's economic nosedive in 1973, calls were made to radically reform the education system for it to be responsive to the development needs of the newly independent country
- ✓ Between 1974 and 1976, the MOE engaged itself in the task of redesigning the Zambian education system
- ✓ The edu. System was subjected to a critical examination
- ✓ They wanted the education system to be transformed and suit the more socialist aspirations of the president
- ✓ Govt wanted the all population to be involved in the education system

Cont...

- ✓ Govt desired to use the locally available expertise without relying on expatriates from USA and Britain to promote nationalization
- A number of study groups as a result were constituted to visit China, countries in the west and east Africa and the Caribbean countries
- ✓ After the study visits, a detailed report and recommendations of how edu. Systems were transformed in other countries was submitted to the MOE. The ministry further grouped the report details into 17 groups of investigations
- ✓ The groups targeted specific aspects of edu. Such as adult education, decentralization of primary education to local authorities, teacher education and production units.

Cont...

- ✓ Between 1975 and 1976, the MOE called for a seminar or a retreat group which on the basis of the given recommendations, formulated the proposals called **Education For Development**
 - ✓ The **Education for Development** Draft Proposals on educational reforms was launched in May, 1976, by the UNIP party and government through the MOE.
- What were some of the Important proposals in the 1976 Draft Statement of Education for Development?**
- ✓ The education for development advocated for radical reforms in the education system to ensure equity in the distribution of national resources.

Cont...

- Among other things, the document proposed the following:
 - ✓ integration of work and study in the curriculum
 - ✓ Incorporation of political education in the school system
 - ✓ Education for all youths, young adults and old on full time and continuing education (distance education) as equal for entry into another or for promotion opportunities
 - ✓ Universal ten (10) years of basic education for every Zambian.
 - ✓ Three (3) years teacher training, one year at the institution, one in the field under supervision and one year on the job. Encouraged the Motto, [any one who knows must teach]

Cont...

- ✓ Schools to become production Units
 - ✓ Expansion of education provision to all, through: class rotation schedules, use of community buildings and such as churches and cinema halls, and services through volunteer teachers, mobilization of national education levy
 - ✓ It also proposed exams for selection and movement to another level. Added requirement to this was engagement in productive work and commitment to Humanism.
- the 1976 education for development draft proposals, were subjected to public scrutiny through a national debate and reactions submitted to a special group of MOE officials in all districts

Cont...

- ✓ Mass Media (TV and Radio) conducted information campaigns to engage the public
- ✓ The draft document was translated into local languages for easy understanding
- ✓ Over 1500 submissions about the draft proposals came from various stakeholders such as educational institutions, religious bodies, NGOs, Trade Unions, individuals and representative groups
- ✓ The 1976 education for Development draft proposal was however **rejected**.
- ✓ The elites are said to have played a key role in the rejection process.
- ✓ **What do you think could have led to the rejection of the 1976 Education for Development proposals?**

Cont...

- As such the reactions from the National debate on Education Reforms, culminated into the formulation of a document called: **The 1977 Educational Reforms and Recommendations**
 - ✓ Like in many other independent countries, such reforms were meant to realign the education system
 - ✓ These reforms came about as a product of a country which had gained independence and sought its own path for development
 - ✓ The 1977 education reforms, was the **first major** policy document in Zambia and a product of indigenous ideas

Cont...

- **Contents (Aims) of the 1977 Educational Reform Policy Document**
 - The reforms wanted to make education an instrument of personal and national development
 - The policy document was aimed at developing the whole person holistically (socially, morally, physically and emotionally).
 - ✓ In order to expand and improve the whole education system, the 1977 education reform document **emphasised** the following:
 - ✓ Quality and relevance of education through curriculum reform
 - ✓ Productive work in school to serve educational objectives

Cont...

- ✓ English was retained as a **Medium of Instruction**
- ✓ Need to provide **nine (9) years** of universal basic education as a long term goal.
- ✓ **Examination** to be put in place for certification and selection. Also brought about school based assessment
- ✓ Allowed for continuance of private schools only until such a time when government will be able to manage so
- ✓ Improvement of the **standard of teachers**. Teachers to be respected as professionals
- ✓ **Two (2)** years of teacher training in colleges
- ✓ Curriculum localization was emphasised

Cont...

□ **Strengths of the 1977 Education Reforms**

- ✓ It should be noted that the 1977 education reforms reflected a concern for all persons and every individual in trying to promote equity
- The strength of the reforms can looked at from the following perspectives
- **Ideologically:** reforms had a concern for the human being; concern for equality of all human beings and emphasised equal distribution of resources
- **Culturally:** reforms led to movements towards restoration of Zambian languages to their rightful places
- **Professionalism:** concern for the quality and relevance of education in terms of the curriculum taught

Cont...

- **Practically:** reforms were realistic and feasible to implement. They were pragmatic. There was a realistic approval of what could be accepted by the people
- Albeit these strengths, the reforms had some weaknesses

Weaknesses of the 1977 Education Reforms

- ✓ The 1977 educational reforms were a **total reversal** of what was suggested in the 1976 proposals. **How?**
- ✓ Never asked the question of **whether more of the same was the solution** to the educational, social and economic problems Zambians were facing at that particular time
- ✓ Adopted the '**keep politics out of education approach**' thereby making education unresponsive to many critical issues upon which it had a bearing

Cont...

- ✓ It did not face the issue of what kind of education Zambians needed at that particular time
- ✓ The 1977 reforms were seen as not being strong enough to transform the Zambian society
- ✓ Reforms were seen as merely a linear expansion of the education system
- ✓ The reforms were timid and cautious
- ✓ Even if they dealt favourably with the needs of the handicapped (**CSEN**), never made any special provisions for the disadvantaged such as the **OVCs** and out of school children
- ✓ Did not address rural problems
- ✓ Did not look at the worsening economic status of the nation
- ✓ Nothing special to say about girl child education and environmental issues

Cont...

- The implementation of the 1977 education reforms was not **successfully** done. **What do you think were the reasons for the Failure?**
 - ✓ The reform was too ambitious as it exceeded financial, material and human resource support which was at that time
 - ✓ Lack of management strategies suitable for routine tasks
 - ✓ Inadequate public/professional consensus and participation especially by teachers
 - ✓ The reform paid insufficient attention to economic and demographic logistic factors
 - ✓ Unstable political or economic environment
 - ✓ Resistance by the elite groups
 - ✓ Capacity of the MOE to absorb and execute reforms was overstretched

Cont...

□ Conclusion

- ✓ The 1977 education reforms were a people driven policy
- ✓ The reforms were more incremental (gradual) than radical
- ✓ The reforms however reflected the will and aspirations of the elite to ensure that education standards were in line with the British institutions
- ✓ Reforms were actually indicative of the conservative Zambian population
- ✓ However, the 1977 Education Reforms became the **first** major policy document on education for the newly independent Zambia.

EDUCATIONAL DEVELOPMENT BETWEEN 1977-1991

- A number of developments in the education sector took place in the period under consideration
 - ✓ Between 1977 and 1991 attempts were made to implement some of the 1977 educational reforms
 - ✓ However there was no strategy worked out for their implementation, no implementation unit was set up
 - ✓ The 1997 education reforms were taken as a final justification for every educational intervention, though many people were not familiar with its content.
 - ✓ During this period, the UNIP govt. advocated for the “Growth out of own Resources Policy” from 1987
 - ✓ This angered IMF and World Bank

Cont...

- This removed the possibility of WB and new donor agencies to support the implementation of the **ERIP** and other proposals.
- Much of the educational developments in the second republic were clearly outlined in the following plans and project:
 - ✓ **Third National Development Plan (1979-1983),**
 - ✓ **Interim National Development Plan (1987),**
 - ✓ **Fourth National Development Plan (1989-1993) and**
 - ✓ **Educational Reform Implementation Project (1986).**

Cont...

□**The Third National Development Plan (1979-1983)**

- ✓ Implementation of part of the education reforms were to commence during the Third National Development Plan (TNDP), 1979-1983
- ✓ Reforms aimed at making the education system **more effectively**
- ✓ Some of the issues raised in the TNDP in terms of education reforms included the following:
 - Improvement in the quality of education and services
 - Development of a new curriculum to accommodate the educational reforms to be undertaken
 - Completion of school certificate examination localization

Cont...

- Improvement of the quality of teacher education and professional development of the teachers
- Development of teacher resource centers
- Consolidation of activities in all educational institutions, so as to promote education values, correct attitudes and production skills.
- Encouragement of self-help education projects by communities and their execution to completion
- Need to eliminate regional and other inequalities in educational provision at grade 1, 5, 8 and 10
- And improve upon the planning of recurrent and capital expenditure to avoid resource wastage

Cont...

□ In view of the above areas of focus, efforts were made to ensure that every child **achieve nine years** of universal basic education.

□ **The 1987-Interim National Development Plan**

- ✓ During this period efforts were made to improve the quality of education including political education and improve **access** to it through:
 - Increased production, distribution and supply of educational materials
 - Development of new curriculum to meet the national demands
 - And conducting in-service training in line with the new curriculum

Cont...

- ❑ Expedited quantitative and qualitative expansion of more widespread educational opportunities at basic level
 - ✓ There was practice of double and triple- session contacts in many schools for maximum utilization of facilities

❑ The Fourth National Development Plan: 1989-1993

- ✓ Part of this plan focused on the implementation of some of the educational reforms through **judicious expansion of education infrastructure and improvement of the quality of education being provided.**
- Some of the **AIMs of the Fourth National Development Plan were to:**
 - ✓ Ensure that all educational institutions had improved their performance.

Cont...

- Provide more widespread and equitable educational opportunities at basic level
- Ensure the finance and research capacities at tertiary level
- Consolidate and extend the teaching of population education to all education institutions and training of teachers for this purpose
- Strengthen and enlarge the financial resource base for educational provision especially in the field of mathematics, science and technology
- Monitor adherence to standardized chargeable fees by all private educational institutions
- **NB:** the overall objectives of the FNDP were implemented through the adoption of three strategies: qualitative, quantitative and cost-effective strategies

Cont...

□ **The Education Reform Implementation Project (ERIP): Provision of Education for All**

- ✓ In 1984, the MOE established the ERIP programme for the implementation of the reforms
- ✓ This was at the request of the World Bank and the University of Zambia review team was commissioned to implement the said 1977 reforms
- ✓ One of the important aspects which arose during this time was the issue of **equity** that was of central importance in the 1976 draft document
- ✓ In 1984, the report on ERIP came out entitled **Provision of Education for All: Towards the Implementation of Zambia's Educational Reform Under Demographic and Economic Constraints 1986-2000.**

Cont...

- ✓ The **ERIP** report endeavoured to place **universal primary education** up to the year 2000 as a first and absolute priority
- Some of the **priorities** stressed included:
 - ✓ Emphasis on the provision of seven (7) years of basic education for every child
 - ✓ Improving the quality of education provided
 - ✓ Physical expansion and development of the primary education sector
 - ✓ Physical expansion of teacher training institutions for the production of teachers in the required numbers
 - ✓ Improving teacher education through: improvement of structures, qualifications of staff in teaching colleges, methods and materials of instruction.

Cont...

- ✓ Development of methods for the assessment of productivity in schools
- ✓ Tackled the issue of how education could be financed: mobilization of local authority levies
- ✓ Expansion of junior and secondary education to be done modestly
- ✓ Bursary funds to be established to meet some of the educational costs for those who could not afford.
- ✓ Emphasis on curriculum reform in terms of practical and skills education
- ✓ Promotion of girl child education
- ✓ Cost-sharing between govt, district councils and parents to contribute to the costs of teaching materials and boarding

Cont...

- After the introduction of the ERIP report in 1987 the UNIP govt. broke away from World Bank and IMF. This made implementation of the ERIP report difficult.
- ✓ By 1989, the MOE was invited to the WCEFA
- ✓ Govt prepared for the conference and came up with some working documents called: Policy Framework Papers (PFP). In which it identified education as the most important in Zambia
- ✓ 1990, Zambia attended the WCEFA which took place in Jomtien, Thailand.

Cont...

- ✓ Having experienced the WCEFA it prepared its own paper in 1991 called: **Investment Strategies for Education**
- ✓ In the paper the govt. called for partnership in education provision in the country
- ✓ In 1992, the papers were transformed into the document called **Focus on Learning**
- ✓ The World Conference had a major declaration on education
- ✓ **Article 1** stressed the need to meet the basic education needs of all citizens
- ✓ One of the objectives of **Education for All program**, was to ensure that every person-child, youth and adults-must **benefit from educational opportunities** designed to meet their basic learning needs

Cont...

- Between 1977 and 1991 efforts were made to promote Education for All.
- The argument was that basic education had the capacity to meet the basic learning needs to all, the young and the old
- Helps one to acquire literacy, oral expression, numeracy and problem solving skills
- Basic education was deemed to help one to appreciate the basic learning content such as **knowledge, skills, values and attitudes.**
- These tools were to help one to survive, develop their full capacities to live and work in dignity, to participate fully in development, to improve the quality of their lives, make informed decisions and continue learning

Cont...

- In order to effectively achieve the Education for All, there was an **expanded vision** and a renewed commitment by means of:
 - ✓ Focusing on learning
 - ✓ Broadening the means and scope of basic education
 - ✓ Enhancing the environment of learning and
 - ✓ Strengthening partnerships
- These were some of the efforts which were made towards education development between 1977-1991
- All these efforts were made to overcome the crisis which the education sector was facing with regards to: Access, Financing, Quality and Credibility.

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Cont...

**Thanks
& Wishing you a productive 2017**

TEACHER EDUCATION AND TEACHING PROFESSION

Lecture by: P. KAKUPA

**Department of Educational Administration and
Policy Studies**

Definition of Teacher Education

- Teacher Education basically refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviours and skills they require to perform their tasks effectively in the classroom, school and wider community.
- Teaching is the conscious, deliberate and properly thought out pattern of fostering human mental growth through the acquisition of desired knowledge, attitudes and skills

Meaning of a Profession

- Refers to any employment that is not mechanical and requires some degree of learning.
- It is an occupation, vocation or career in which one applies specialised knowledge of a subject or field.
- A professional is an individual who is learned or skilled in the particular area in which he or she has specialised.

Cont...

- Examples of professionals include dentists, doctors, lawyers, accountants, teachers, priests, editors, pilots and architects.
- Until the 18th century, the term ‘profession’ was restricted in its usage to four groups of occupations, that is, the **clergy**, **doctors**, **lawyers** and the **armed forces**. At that time, it was associated with the idea of a **gentleman**.

Cont...

- Thus a professional was expected to behave like a perfect gentleman in the practice of his or her profession, failure to which the individual would be excluded from the professional body.

Characteristics of a profession

- A lengthy period of formal academic and practical training
- A code of professional ethics
- A high degree of autonomy
- Specialist knowledge and skills
- A systematic body of knowledge
- A professional culture
- Provision of social services
- Tools of trade
- Self regulation
- Control of remuneration and advertising
- Mobility

Teacher education is divided into three parts, these include;

- **Initial teacher training:** This is a pre-service course. This is given prior to entering the classroom as a fully responsible teacher.
- **Induction:** This is process of providing training and support during the first few years of teaching or the first year in a particular school.
- **Teacher development or Continuing Professional Development (CPD):** This is an in-service training process for practising teachers.

Teacher Education in Zambia from 1890 to 1964

- From its establishment the, British South-Africa Company (BSAC) had no intention of providing financial assistance to the missions but it was giving increasing thought to the need to exercise some control over teachers education for the reason that most of them were of not properly trained. During this period, differences of approach existed among missionaries because of constraints in human and financial resources.

Cont...

- The teacher was therefore the missionary himself or herself and the class were taught rudiments of the 3 Rs. These were **Writing, Reading and Arithmetic.**
- The BSAC in 1916-1917 produced the Native Affairs Report for native teachers since they were too young, inexperienced or of doubtful character so legislation had to be introduced to deal with the matter.

Cont...

- Consultation with higher authorities in Pretoria and London took long but in 1918 the NATIVE SCHOOLS PROCLAMATION was published, the FIRST EDUCATIONAL LEGISLATION in the history of the country.

Cont...

- The proclamation was well intentioned but poorly implemented under the BSAC.
- When the British government took over Northern Rhodesia as a protectorate in 1924 a lot changed about teacher education. Under the **Phelps Stokes commission**, it was urged that teacher's qualification and character should be improved.

Cont...

- It went on to say that 'the key to a sound education lies in training teachers and this matter should receive primary consideration'.
- In addition to initial training courses, teachers should periodically receive further periods of training.

Cont...

- According to Snelson (1974), Latham saw clearly that the key to educational progress lay in improving the quality of teachers in class. The widespread practice among many missions of providing a rudimentary form of training for teachers had to be replaced by a **course of systematic training** with a **reasonable academic level**.

Cont...

- By 1925, only two properly conducted teacher training establishments at **Sefula** run by Rev **Coisson** and **Kafue Institute**. To encourage the missionaries to take seriously the training of their teachers, Latham paid grants towards the salaries of trained educationists. The first departmental examination for teachers was held in June, 1928.

Cont...

The examination questions were based on the standard IV syllabus, together with papers on the **theory of teaching** and **school management**. Additional tests in **first aid**, **bandaging** and **treatment of sores** were given by local doctors. Of the 261 candidates, 113 were successful. All the certificates given were provisional and subject to confirmation on inspection of the teacher at work by the **Director of Native Education**.

Cont...

- After 1932, no one was allowed to sit for the examination unless he or she had passed standard IV and then had at least two further years of training in teaching practice at an approved school.

- These changes brought a gradual improvement in the quality of teaching in the classroom and the number of teachers completing training each year averaging 100. Each mission society preferred to train its own teachers thus in 1937 the 114 graduands came from 21 different stations three of which were **Mapanza**, **Mbereshi** and **Jeanes school**

Cont...

- By 1939, Tyndale-Biscoe reports that of the 3000 teachers in the country, just 800 were considered as trained, 30 of these being women. Teachers who trained for one year and had a standard IV qualification were later called T5 and better than untrained teachers. There was rapid primary school expansion and the post independence government would later acknowledge that it led to compromise of quality of education. This led to the introduction of training of a higher certificate at Jeanes school, Chalimbana in 1942 and the entrants were serving teachers.

Cont...

- By 1939, Tyndale-Biscoe could report that of the 3000 teachers in the country, just 800 were considered as trained, 30 of these being women. Teachers who trained for one year and had a standard IV qualification were later called T5 and better than untrained teachers.
- The idea of recalling serving teachers served to be very successful and the successful candidates were the first African head-masters for middle and higher primary schools.

Forms of Teacher Education: Technical and Non-Technical

- Teaching education can either be **Technical** or **Non-Technical**. **Technical** in this regard implies that teachers are trained using a formal curriculum. **Non-technical** implies that there is no formal curriculum being used to train teachers.

Cont...

- **Three Components of Teacher preparation**
- Liberal or General Education
- Specialised Subject Field Education
- Professional Education

Cont...

- In general the purpose of a **liberal education which is non-technical** is to liberate the mind, to provide knowledge of self and culture worthy of a citizen in a free society. It combines the arts and sciences to provide a broad cultural background.

Cont...

- The **specialised subject field** which is **technically oriented** comprises a cluster of courses in a specific subject area and provides the prospective teacher with in-depth preparation for the chosen teaching field. In most universities, this subject field is called the '**major**' or '**minor**'. Secondary school teachers are typically certified in one subject field thereby completing a large amount of coursework in one or two areas and

Cont...

elementary teachers are responsible for many course fields.

- **Professional education** is more **technical** in that it consists courses designed to provide **knowledge** and **skills** regarding the art and science of teaching.
- Almost all educators agree that the preparation of good teachers rests on these three components.

Types of Teacher Training Courses

There are three categories of teachers in Zambia:

- (A). Primary School Certificate, Diploma and Degree teachers
- (B). Secondary School Diploma teachers
- (C). Secondary School Degree teachers

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- Primary school certificate teachers follow a two-year training course at any of the eleven (11) primary school teacher colleges. There is no specialisation for this pre-service training especially those teachers who are expected to teach all subjects offered at primary school.

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- Primary school diploma teachers are trained at the National In-service Training College after completing the initial training from a primary school teacher college and having served in schools for some years. Primary school diploma teachers may obtain a diploma in any teacher training college offering diploma certificate in education.

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- Secondary school diploma teachers are trained at Nkrumah Teacher College, Copperbelt Secondary College, Technical and Vocational Teacher's College in Luanshya, George Benson College in Kalomo which are currently in transitory stage to becoming university colleges.
- Note that there are several other public and privately owned colleges that are now offering secondary teacher's diploma.

Cont...

- Teachers of Agriculture Science train at Natural Resources Development College for a three year diploma course while those for Music teaching are trained at Evelyn Hone College of Applied Arts and Commerce.
- The University of Zambia now offers a Bachelor of Education in Primary Education.

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- To sum it all, Teacher education and the teaching profession has progressed gradually but steadily.
- Today's teacher is encouraged to continuously updating himself or herself.

Cont...

- Except for Evelyn Hone College, non-university institutions are affiliate colleges of to the university which determines the curriculum, monitors the standards and grants academic awards for each.

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EDU 1010 LECTURE NOTES EDUCATION IN THE THIRD REPUBLIC

MR P. KAKUPA

**DEPARTMENT OF EDUCATIONAL
ADMINISTRATION AND POLICY STUDIES
SCHOOL OF EDUCATION**

INTRODUCTION

□FOCUS ON LEARNING POLICY DOCUMENT

- ✓ Produced in 1992
- ✓ It is a direct response to the resolutions passed at the Jomtien Conference, a world conference on education for all.
- ✓ The was the second national policy document on education in Zambia
- ✓ The main thrust of the Focus on Learning is that the principle purpose of schooling is **student learning**.
- ✓ Learning was to be the first priority in all schools
- ✓ The document aimed at promoting sound values, rights of human beings, equal opportunities and equality of all human being in Zambia

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- According to the FOL document; the main objective of education was to: **foster the fullest development of an individual for his/her own personal fulfilment and as a significant member of the Zambian Society**
- To achieve this priority the following objectives were reflected in the policy:
 - ✓ Ensuring that the focus in schools is on learning
 - ✓ Physically expanding primary schools and rehabilitating the existing ones
 - ✓ Developing literature (books) for primary schools and equipping these schools with an abundance of educational materials

Cont...

- ✓ Transforming the secondary selection examinations so that it serves truly the educational objectives
- ✓ Enabling the undernourished, handicapped, and other disadvantaged children to profit from school education
- ✓ Improving teacher education, and in so far as school expansion demands, expanding facilities so as to increase the number of trained teachers
- ✓ Fostering teacher morale and competence through improved professional and administrative support and through a comprehensive programme for in-service education
- ✓ Strengthening organisation and management of the education system
- ✓ All in all the focus of this policy was to develop and expand primary education
- ✓ The education system was thus expected to produce learners with the capacity to: reflect logically and critically; appreciate the achievement of civilization ; and respect and appreciate traditions and culture

CONT...

□ EDUCATION AND DEMOCRACY

□ DEFINITIONS

- **Education** here refers to an organised and sustained communication process designed to bring about learning OR a life long process conducted by many agencies
- **Democracy** is a form of governance system in which political power is held directly or indirectly by citizens under a free electoral system.
- It is a government by the people, for the people and of the people
- **Democracy** may also be defined as an order of social relationships, dedicated to the promotion of the individual and collective interest of common folk

Cont...

Link between Education and Democracy

- ✓ Education is charged with providing the young with competencies for productive participation in political consciousness
- ✓ There is thus a strong link between education provision and the democratization process
- ✓ Democracy requires citizens who are well educated, informed and properly trained in critical thought
- ✓ Once educated citizens are able to demand their rights from government: right to education, vote, unionism, freedom of speech and expression, shelter, health etc
- ✓ Educated citizens are able to demonstrate against bad policies and decisions and praise it over good things

Cont...

- ✓ Education gives self confidence to engage in constructive public discussions without fear or being manipulated
- ✓ Skills imparted through education play an important role in creating conditions for accountable government
- ✓ Skills enable educated people to gain access to debates, institutions of government and political processes from which the unlettered are often excluded
- ✓ The educated read more (Newspapers and other literature) to make informed decisions
- ✓ Literacy rights are vital to the defence of basic rights

Cont...

- ✓ Education in the end will have the responsibility for developing communities of citizens
- This responsibility in a democracy necessarily entails:
 - ✓ facilitating in its participation a constructive and critical voice- a skill required for democracy to exist in more than a name
 - ✓ Helping the next adult generation to vocalize and search for ways of creating the good society-for this is a product of many voices and not just a few
 - ✓ Recognizing that institutions have commitments beyond that of a profit, and that this involves concerns with issues of equity and justice, as well as economy and efficiency
 - ✓ Ensuring that those who work in such organizations (Educational institutions) are good role models for this young generation

Cont

- ✓ Empowering a level of participation greater than that required purely for the best results-a skill those within a democracy
- ✓ Education in a democracy thus has to give individuals clarity of thought, and a firm determination to bridge the gap between thought and action
- ✓ They are likely to learn to recognize and appreciate individual differences
- ✓ This is essential for the growth of democracy
 - To consolidate this democratic character in Zambia, schools need to help every young Zambian to acquire an understanding of the values that have shaped this society and the practices that will preserve it

Cont...

□ DECENTRALIZATION IN EDUCATION

- **Definitions:** the transfer of educational decisional making authority and responsibility from the centre to regional and local systems
- The granting of legal and financial powers over education to local units
- Entrusting local units with administrative responsibility and discretion to plan and implement programmes and projects or to adjust central directives to local conditions, within guidelines set by MOE

Cont...

□Benefits of Education Decentralization

- ✓ Relieves the MOE headquarters much of the burden of the day to day business
- ✓ Decisions are made closer to the points of delivery, where the action is taking place. This allows for greater responsiveness to local needs
- ✓ Effective involvement of community promotes a sense of ownership and responsibility for educational institutions
- ✓ There is an improvement in capacity building at national and local levels
- ✓ Decentralization encourages initiatives and improves the quality of education management, particularly at local level

Cont...

- ✓ Decentralization can help speed up the decision making process
- ✓ Empowering local communities and district authorities can often result in decisions made on the basis of greater knowledge and in a way that is likely to yield more appropriate results

□Challenges of Education Decentralization

- ✓ Capacity building at the local level is one of the challenges because some stakeholders are not well trained to do certain roles
- ✓ Insufficient funding especially in situations where responsibilities are assigned to local managers without corresponding financial support e.g. DEBS

Cont...

- ✓ At times power and authority is abused at local level
- ✓ Lack of transparency and accountability
- ✓ Deployment and recruitment of teachers at times is characterized by a lot of corruption

ACCESS AND PARTICIPATION

ACCESS: refers to the extent to which education is being accessed by the general eligible population at a given education level

- ✓ Access in Zambia is predominantly at four (4) levels predominantly. These are at grades: 1, 8, 10 and tertiary institutions
- ✓ Entrance is considered as initial entrance to education
- There are two indicators. These are:
 - ✓ **Net Intake Rate(NIR):** these are the entrants in the first grade who are of official entrance age, expressed as a percentage of the population of the same age

Cont...

- **Gross Intake Rate (GIR):** this is the total number of new entrants in the first grade regardless of age, expressed as a percentage of the population of official entry age
- **PARTICIPATION:** refers to the number of eligible population who are accessing education
 - ✓ It is also the active involvement of the various stakeholders in the education system or process
 - ✓ Stakeholders include: community, pupils, teachers or churches
 - ✓ In this regard universal primary education entails that all children of primary school age participate in the sch. School system and complete primary school
 - ✓ Participation include three aspects: **initial enrollment; regular attendance and progression**

Cont...

- In participation there are three (3) critical indicators. These are:
 1. **Gross Enrollment Ratio (GER)**: this is the total enrollment regardless of age in a specific level expressed as a percentage of the population of official age in a given year
 2. **Net Enrolment Ratio (NER)**: this is the enrolment of the official age group for a given level of education expressed as a percentage of the corresponding population
 3. **Progression Rate**: Proportion of pupils who successfully completed a given grade and proceed to the next grade in the following year
 4. **Drop Out Rate**: Proportion of pupils who leave the education system without completing a given grade in a given year

Continue

1. **Efficiency:** in relation to participation and gives a picture of how the education works in relation to pupil progression, completion, drop out and repetition
2. **Completion Rate:** those who actually complete the education cycle
3. **Repetition Rate:** this is the rate pupils from a given cohort who repeat in a given grade

❑Factors that Militate Against The Access and Participation In Education

- ✓ Few schools, colleges and universities
- ✓ Unqualified teachers
- ✓ Uneven geographical distribution of schools

Cont...

- ✓ Financial Constraints
- ✓ Poor infrastructure
- ✓ Shortage of teachers
- ✓ HIV and AIDS pandemic

□ Strategies put in Place

- ✓ Turn some colleges into universities
- ✓ Turn primary school colleges into Diploma OFFERING colleges
- ✓ Build more schools in areas where they are few
- ✓ Introduce more parallel and distance education in all universities and colleges
- ✓ Increase Academic Production Units, open classes and evening classes in all schools

Cont...

- ✓ Involve more partnership in education provision
i.e churches , NGOs and communities
- ✓ Introduction of fast-track programmes for high school diploma teachers
- ✓ Take infrastructure development to rural areas
- ✓ Encourage people to go for VCT
- ✓ More bursaries and increase funding to basic schools

Cont...

□EDUCATION FOR THE UNDERPRIVILEGED

- Definition: the underprivileged are “a group of people without sufficient resources for meeting their basic needs including education”
- Such group of people in the context of education such as the poor, rural children, orphans, the orphans, the street kids, the challenged children and the girl child.
- These are the people in education that need special attention and protection from the policies that are designed
- Collectively, these people are over 70% of the households in Zambia

Cont...

- **Challenges of Access and participation in Education**

- ✓ These groups are mostly discouraged to access education due to the cost attached to it
- ✓ They view school as an instrument of alienation from their real life situation
- ✓ Their schools are generally poor in terms of infrastructure and staffing
- ✓ Majority of the street-kids and a good number of orphans have completely no access to education
- ✓ Most of the special education needs children are not enrolled in school due to tendency of many families to conceal them
- ✓ Some categories of the under-privileged such as the “Girl Child” are always under perform in public examinations in the area of Mathematics and Science
- ✓ They have both a lower gross enrollment ratio at all levels of education and a lower completion rate, but a higher drop out rate

Cont...

□ EDUCATING OUR FUTURE POLICY DOCUMENT

- ✓ The policy document came out in 1996
- ✓ This is the third national policy document on education
- ✓ It is the most comprehensive and well thought out policy documents
- ✓ Educating our future tried to address issues of the entire education system
- ✓ This is in line with the mission of the MOE which is “**to guide the provision of education for all Zambians so that they are able to pursue knowledge and skills, manifest excellence and moral uprightness, defend democratic ideals, and accept and value other persons on the basis of their personal worth and dignity, irrespective of gender, religion, ethnic origin or any other discriminatory character**”

Cont...

- ✓ This document tried to improve on the 1992 focus on learning
- ✓ The liberal democracy inspired the 1996 National Policy on Education
 - **The objectives of this particular policy were to:**
 - ✓ Promote democratization and liberalization of education
 - ✓ Decentralization and productivity on one hand and emphasised curriculum relevance, efficiency and cost-effectiveness and revitalized partnership in education on the other hand.
 - ✓ It looked at the flexibility, pluralism and responsiveness of the education system to the needs of society
 - ✓ Protection of the quality of education. That every Zambian is entitled to good education
 - ✓ It thus focused on promoting access, equity and quality at all levels of education

Cont...

- ✓ Learners were to access the highest standard of learning: having quality teachers, buildings as well as teaching and learning materials
- ✓ Focused on producing fully developed learners from the school system both in its theoretical and practical areas.
- ✓ Focused on creating conditions for effective coordination of policies, plans and programmes
- ✓ Increase access to education and life skills

Educational Policy Interventions to Mitigate the Challenges of the Under-Privileged

- ✓ to improve the human capital of the underprivileged through the provision of better quality and more universal education.
- ✓ Its government policy that each and every child should have access to education because of their inability to meet its cost

Cont...

- ✓ Govt has endeavoured to provide a varied, interesting and relevant curriculum which can cater for the interests of many people from different social backgrounds
- ✓ By providing a well resourced school environment for all categories of children through good teaching and an active net-work of relationship between the school and the community
- ✓ Fair distribution of the limited resources, by giving more to those who have been disadvantaged in the social structure
- ✓ Opening technical schools for girls by improving their participation in Mathematics and Science related subjects
- ✓ MOE has established bursary and scholarship schemes for the under privileged