

EDUCATION IN THE 1 & 2 REPUBLICS IN ZAMBIA

EDU 1010: INTRODUCTORY LECTURE BY:

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EDUCATION REFORMS

□ THE NEED FOR EDUCATIONAL CHANGE

- **Introduction**
- During the first and second republics, attempts were made by the UNIP Govt. to reform the education system.
- **Definitions:**
- Change refers to an alteration from one form to another. It may be some kind of progress, improvement, evolution, transformation, development, modification or growth
- Change is an important part of development and hence unavoidable

MISGIVINGS ABOUT THE EDUCATION SYSTEM

❑ Why change: Reasons for Change

❑ In the 1960s the edu. System had **expanded quantitatively** but the overall structure, curriculum and organisation remained that of the colonial era. There was need to give the whole system a **NEW** orientation

❑ Some Social concerns about the System:

- Increasing unemployment-no jobs for primary school leavers in urban areas, few training facilities
- The edu. System inadequately prepared the young ones for life in rural areas
- concerns were expressed at the imbalances and inequalities that were developing in society
- Rural urban inequalities were becoming more marked

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- Real rural incomes were falling, shortage of supplies in rural areas. There were poor medical educational, transport and social services for the poor rural people
- In the early 1970s, there were a lot of **misgivings** about the education system in Zambia
- Many felt that the education system was highly selective, promoting individualism, elitism, credentialism (paper qualification syndrome or diploma disease). These were more important than knowledge and skills

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- System favoured a small minority, the most academically able at the expense of the majority others
- The education system was so **academic** and **bookish** and not responsive to the real needs of many and society.

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- Education system promoting **inequalities & undermining self-reliance**
- Economic self sufficiency seemed to require massive changes in the sch.
- Curriculum and out of school education or training network.
- There was a national desire to change the entire education system from the colonial one, hence there was need to create radically different programmes and institutions

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- Need to give expressions in schools to new national ideologies (**Humanism**)
- Quality of education declined, there were huge numbers of drop outs without skills at grade 7.
- Education was not sufficiently oriented towards real education (solid learning achievement) worthwhile personal knowledge, understanding, acquisition of life skills, desirable attitudes, sound values, appreciation and love for one's culture

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- Worries about the serious decline in education. Standards judged by examination results
- Children's performance in basic language, number and science areas was very poor
- Selection to the next education. Level was based on paper qualification with no regard for character and community responses
- Criticisms for the education system could thus be summed up as: **Rejection for the Majority, Rewards for a Few**

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- As a result of the misgivings above, a lot of **questions** were being asked with regards to:
- How mass education was to be provided without encouraging the diploma disease
- How educational opportunities were to be equalised for all
- How community participation and involvement in education was to be achieved
- How to promote self reliance
- How to maintain an equilibrium between modernisation and traditional values

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- How to develop a system based on cooperation and not competition

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

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- ✓ 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

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- 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

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- ✓ 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

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- 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.

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- 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]

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- **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

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- 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?**

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- 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

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- **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

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- 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

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□ **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 be 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

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- **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

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- 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

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- 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

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□ 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 DEVELOPMENTS 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

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- 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).**

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❑ 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

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- 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

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- 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

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❑ 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.

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- 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

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□ **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.**

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- ✓ 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.

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- ✓ 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

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- ❑ 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.

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- ✓ 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

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- 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

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- ❑ 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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Thanks