

THE UNIVERSITY OF ZAMBIA
INSTITUTE OF DISTANCE EDUCATION

**MODULE 1: ORIGINS AND DEVELOPMENT OF
EDUCATION IN ZAMBIA FROM 1890 TO 1991**

COURSE: EDU 1010

EDUCATION AND DEVELOPMENT IN ZAMBIA

2016

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P. O Box 32379

Lusaka

Zambia

Telefax: +260 211 290 719

E-mail: dde@unza.zm

Website: www.unza.zm

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INTRODUCTION

Welcome to Education and Development in Zambia Module 1. This is one of the three modules you have to do in this course from the Department of Educational Administration and Policy Studies (EAPS). As you study this module, it will help you understand the educational developments in Zambia from Pre-Colonial times to 1991. It will also help you have an overview of how Formal education has developed Zambia. The content in this module will give you an insight of all educational processes and policies which Zambia has gone through.

Module aim

The aim of this module is to equip students with knowledge of educational developments in Zambia from Pre-Colonial to 1991.



Module Objectives

Upon completion of this module, you will be able to:

- explain the meaning and scope of Education,
- distinguish traditional education from colonial education,
- explain the challenges that Missionaries and BSACo faced in providing education,
- discuss the provision of education in the Pre-colonial, Colonial, First Republic and Second Republic.

MAP

This module is the first of the three modules you will cover in this course that provides the foundation for the courses you will do in the School of Education. Therefore, this module will provide you with an overview of what education is and how formal or colonial education has been developing in Zambia. It is a very vital module which needs all students doing education to understand. In the other course modules, the brief concepts discussed in this module are explained in detail.



Time Frame

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



Study Skills

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



Need Help?

The Institute of Distance Education will be always more than ready to be contacted for routine enquiries and the other services can be found from the University Library or on www.unza.zm.



Assessments

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

Resources

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

- Books
- Journals
- Videos and DVDs.

UNIT 1: THE MEANING AND SCOPE OF EDUCATION

Introduction

This unit focuses on understanding Education, nature and its scope. The unit also looks at how education can contribute in bringing about development. It will show you the different forms of education and how they can contribute to development. The unit also shows how the three forms can be utilised by an individual to fit in any part of society.

Aim

In this unit we shall look at the following:

- Meaning of education
- Nature of Education
- Forms of education
- Education and development

Objectives

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

- understand the different meanings and nature of education.
- explain the three forms of education.
- Role of education in development

A: MEANING OF EDUCATION

ETYMOLOGICAL MEANING OF EDUCATION



Self Assessment

Take a pencil and a piece of paper and write what you understand by the term education (Take about 10minutes).

We trust that you have already an idea of what they mean. Let us consider what you have written and expand together.

The original meaning of the word education and its historical development. The word 'Education' has been derived from different Latin words like:

- **educare**' which means '**to bring out**' or '**to nourish**'.
- '**educere**' which means '**to lead out**' or '**to draw out**'.
- '**educatum**' which means '**act of teaching**' or '**training**'.
- '**educatus**' which means '**to bring up, rear, educate**'.

All these meanings indicate that education seeks to nourish the good qualities in man and draw out the best in every individual. Education seeks to develop the innate inner capacities of man.

By educating an individual we attempt to give him some desirable knowledge, understanding, skills, interests, attitudes and critical 'thinking. That is, he acquires knowledge of history, geography, arithmetic, languages and sciences.

He develops some understanding about the deeper things in life, the complex human relations, and the cause and effect relationship and so on. He gets some skills in writing, speaking, calculating, drawing, operating some equipment etc. He develops some interests in and attitudes towards social work, democratic living, co-operative management and so on.

As an individual in the society, he has to think critically about various issues in life and take decisions about them being free from bias and prejudices, superstitions and blind beliefs. Thus, he has to learn all these qualities of head, hand and heart through the process of education.

Philosophers have also defined education in different ways. Let us look at some of these definitions:

- **Socrates:** Education means the bringing out of the ideas of universal validity which are latent in the mind of every man.
- **Plato:** Education is the capacity to feel pleasure and pain at the right moment.
- **Aristotle:** Education is the creation of a sound mind in a sound body.

- **Rousseau:** Education is all that a man goes through from birth to death.
- **Herbert Spencer:** Education is complete living.
- **Heinrich Pestalozzi:** Education is natural harmonious and progressive development of man's innate powers.
- **Friedrich Willian Froebel:** Education is unfoldment of what is already enfolded in the germ. It is the process through which the child makes internal external.

While scholars have defined education as;

- i. The act or process of imparting or acquiring general knowledge, developing the powers of reasoning and judgment, and generally of preparing oneself or others intellectually for mature life.
- ii. The act or process of imparting or acquiring particular knowledge or skills, attitude and critical thinking as for a profession.
- iii. Other scholars define education as a lifelong process where knowledge, skills attitudes and values are imparted.

UNESCO on the other hand has defined education **as an organised and sustained communication process designed to bring about learning.**

After having the knowledge of what education is, lets us now move further and look at the nature of education.

B: NATURE OF EDUCATION

As is the meaning of education, so is its nature. It is very complex. Let us now discuss the nature of education:

- 1. Education is a life-long process-** Education is a continuous and lifelong process. It starts from the womb of the mother and continues till death. It is the process of development from infancy to maturity. It includes the effect of everything which influences human personality.
- 2. Education is a systematic process-** It refers to transact its activities through a systematic institution and regulation.

3. Education is development of individual and the society- It is called a force for social development, which brings improvement in every aspect in the society.
4. Education is modification of behaviour- Human behaviour is modified and improved through educational process.
5. Education is purposive: every individual has some goal in his life. Education contributes in attainment of that goal. There is a definite purpose underlined all educational activities.
6. Education is a training- Human senses, mind, behaviour, activities; skills are trained in a constructive and socially desirable way.
7. Education is instruction and direction- It directs and instructs an individual to fulfill his desires and needs for exaltation of his whole personality.
8. Education is life- Life without education is meaningless and like the life of a beast. Every aspect and incident needs education for its sound development.
9. Education is continuous reconstruction of our experiences- As per the definition of John Dewey education reconstructs and remodels our experiences towards socially desirable way.
10. Education helps in individual adjustment: a man is a social being. If he is not able to adjust himself in different aspects of life his personality can't remain balanced. Through the medium of education he learns to adjust himself with the friends, class fellows, parents, relations, neighbours and teachers etc.
11. Education is balanced development: Education is concerned with the development of all faculties of the child. it performs the functions of the physical, mental, aesthetic, moral, economic, spiritual development of the individual so that the individual may get rid of his animal instincts by sublimating the same so that he becomes a civilized person.
12. Education is a dynamic process: Education is not a static but a dynamic process which develops the child according to changing situations and times. It always induces the individual towards progress. It reconstructs the society according to the changing needs of the time and place of the society.

13. Education is a bipolar process: According to Adams, education is a bipolar process in which one personality acts on another to modify the development of other person. The process is not only conscious but deliberate.

14. Education is a three dimensional process: John Dewey has rightly remarked, “All educations proceeds by participation of the individual in the social consciousness of the race.” Thus it is the society which will determine the aims, contents and methods of teachings. In this way the process of education consists of 3 poles – the teacher, the child and the society.

15. Education as growth: The end of growth is more growth and the end of education is more education. According to John Dewey, “an individual is a changing and growing personality.” The purpose of education is to facilitate the process of his/her growth.

Therefore, the role of education is countless for a perfect society and man. It is necessary for every society and nation to bring holistic happiness and prosperity to its individuals.

C: AIMS OF EDUCATION

At this level, let us discuss the aim of providing education to humanity. You can equally view yourself in this picture as to why do want to attain a degree? You might have many answers than some might think about and the responses might differ from one individual to another. **UNESCO** states that the aim of education is to integrate the physical, intellectual, emotional and ethical of the individual into a complete man/woman.

There are two major aims of education namely; **individual and social**. The two oppose each other.

Let us start with individual aim and later we shall discuss social aim.

1. **INDIVIDUAL AIMS:** Education should give scope to develop the inborn potentialities of an individual through maximum freedom (Naturalists). Individual should be the centre of all educational efforts and activities so as to develop the unique potential in them and interests of an individual (Psychologists). Individual should be given maximum freedom for its own development (Rousseau).

Individual aim has been criticized in the following ways:

- Individual aim makes individual selfish.

- Who will recognize society- where individuals are selfish.
 - Maximum freedom may go against the society.
 - Unless society develops, individual cannot develop.
2. **SOCIAL AIMS:** The progress of the society is the aim of education and individuals are just means of progress. If society will develop individual will develop automatically. Education is for the society and of the society.

Just as individual aim has been criticized, the same social aim has been criticized in the following ways:

- It makes individual only a tool of government.
- Society ignores the legitimate needs, desires and interests of the individual.
- It is against the development of individuality of the individual.

Therefore we can say that; **Let education burn the individual flame, feeding it with the oil of society. So both are of great importance.**

D: FORMS OF EDUCATION

There are three main forms of education, namely; Formal, Non-formal and Informal. Let us define each of these before we differentiate them.

Formal education: It is the hierarchically structured and chronologically graded education system running from low to high level.

Non-formal education: It is an organised educational activity which is done outside the established formal system.

Informal education: It is the learning that goes on in daily life from birth till death which is done outside an organised setting.

In our discussion, let us start with the understanding of informal education. It has no set objective in terms of learning outcomes and is never intentional from the learner's standpoint. Often it is referred to as learning by experience. It includes heuristic language building, socialization and enculturation and play.

The following are the **characteristics** of informal education:

- It usually takes place outside educational establishments.
- It does not follow a specified curriculum.
- Not professionally organized but rather originates accidentally and sporadically.
- It is not necessarily planned systematically but rather, either unconsciously incidental or consciously intended intuition.
- It is experienced directly in its “natural” function of everyday life.
- It is often spontaneous and creative.

After understanding informal education, let us differentiate formal from non-formal education in different ways:

1. **Purpose:** Non-formal education is specific. It is non-credential but it emphasises on learning and training that focus on defined purpose while Formal education. It is credential based such as certificates, Diplomas and Degrees. Formal education is preparatory for it prepares a learner in the far future while non-formal is recurrent for a learner is prepared for what is there and then.
2. **Timing:** Non-formal education usually follows a short period usually a week while formal education follows a long cycle.
3. **Content:** The content for formal education is standardised and uniform but for non-formal is individualised according to the provider perspective. The content of formal education is centred on academics while for non-formal it is centred on practical activities.
4. **Entry requirements:** The requirements are pre-set for formal education and this determines the type of clientele to be involved on the other hand the clientele determines the entry requirements for non-formal education.
5. **Delivery system:** It is institutional-based for formal education while non-formal the delivery system is environmental-based and community related. The structures are rigid and are teacher centred while for non-formal education, the structures are flexible and are learner centred.

6. **Resources:** Formal education is resource intensive as it needs a lot of resources to run effectively while non-formal education is resource saving.
7. **Control:** In terms of control, non-formal education is self-governing and highly democratic while in formal education, there are some external arrangements and follows a hierarchical structure.

E: EDUCATION AND DEVELOPMENT

- It is important as at now to relate education to development. **Development** is defined differently by different scholars depending on the area of operation. In general, development;
 - Involves economic progress and improvement in the overall quality of life.
 - Implies change, improvement, increased complexity and specialisation.
 - Involves a reduction in poverty, unemployment and inequality.
 - In individuals, the change enhances one's capacity to improve the quality of life.

Therefore **education can be linked to development** in different ways:

- Education is an integral part of the social aspect of development.
- Education also has externalities which impact on the quality of life.
- Education improves agricultural productivity
- Education inculcates attitudes and values that are inherent in social change for economic growth.

Education can effectively **bring about development** if the following are put in place:

- Better teaching
- Better curriculum
- Availability of materials and supplies
- Better evaluation and examination system
- In conclusion, we can safely state that “**development seeks people to do more, know more (through education) in order for them to have more so that they can be more**”!!!

UNIT 2: PRE-COLONIAL EDUCATION IN ZAMBIA – (1883-1924)

Introduction

This unit introduces you to the type of education that existed before western civilisation and colonialism in Africa. You may discover that under traditional education, education in the continent and in Zambia in particular, was based on practical methods of teaching and learning and that it was solely indigenous. Even when missionaries and other western settlers came to introduce their formal education, they attempted to realign their curriculum to traditional kind of education as the first attempt of schooling was restricted to practices defined by historical academic structures. Then the unit will move on to look at missionary education that tried to offer some formal education in the midst of inadequate funding, especially during the British South African Company (B.S.A.co.), when the company assumed no financial responsibility during its rein of the territory.

Aim: The aim of this unit is make students that before the coming of missionaries and colonialism education existed among the tribal people and that the kind of formal education by missionaries was mainly religious literacy.

Objectives:

After studying this unit you should be able to:-

1. Demonstrate the knowledge and understanding of indigenous or traditional education.
2. Analyse the developments of education during the pre-colonial period in Northern Rhodesia.
3. Identify the major players involved in the development of formal education in the pre-colonial era.
4. Critically discuss the challenges of the development of formal education during this period.

A: TRADITIONAL EDUCATION OR AFRICAN INDIGENOUS EDUCATION.

Let us start with what the early mission regarded Africans in relation to education. The impression that was created by the early missionaries about tribal societies in regard to education was biased and wrong in that they imagined that they thought the people they had come to save were completely uneducated. This could not be farther from the truth in that, according to Snelson education is a condition for human survival. It is the means whereby one generation transmits the wisdom, knowledge, and experience which prepares the next generation for life's duties and pleasures. Therefore, with these definitions in mind, the system of education had existed in Northern Rhodesia for as long as human society had existed there.

Now let's turn and the curriculum of indigenous education, sometimes referred to as tribal education or African education. Firstly we look at the form.

Form:

It must be pointed out from the onset that the form of indigenous African education varied from one tribal society to another depending on the environment and custom. All the same there were five components, sometimes known as elements:

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

Under this element children learnt the following:

- The heroic deeds of the ancestors, the myths, rites and ceremonies
- The songs and wise sayings and their hidden meanings
- The dances and games
- Customs and beliefs

2. Apprenticeship in Practical skills

- Hunting expeditions in the bush
- Learnt names and uses of many herbs, flowers, fruits, shrubs and trees.
- To set traps, to follow the spoor of game
- Also taught the art of fishing, of chopping trees, making huts, canoes, nets, mats, ropes, drums, and baskets. Etc.

- Girls received their instructions from their mothers, aunts and grandmothers- learnt skills befitting their occupation later in life, starting from sweeping the hut and washing the pots and calabashes.
3. Social obligations and the inculcation of good manners
- Here the children learned the correct modes of greeting and addressing other members of the tribe, e.g. how to sit, how to receive or give a present.
 - Taught to respect the old people of the tribe
 - To extend hospitality, even to strangers
 - To contribute skills and labour when a community project is being done
 - To submerge their interests in those of the community
4. Religious teaching centred on the Supreme Being.
- They were taught to recognise the existence of supreme being- called Mulungu or Leza.
 - Regarded as remote but all pervading creator
 - Also learnt the influence of the spirits- in both human and non-human form, which frequently intervened in their daily living.
 - Hence life for the young African was governed by religious experience. Every event, such as birth of twins; death of a dog, sickness, drought, etc. were accorded a spiritual significance.
5. Initiation ceremonies
- These were concentrated course of instruction given to each age group on reaching puberty.
 - These were held in a secluded corner of the bush
 - This was a transition from childhood to manhood or womanhood
 - It was marked by tests of physical endurance
 - There were instructions in traditional hygiene and sexual behaviour
 - This was some aspect of formal education under indigenous education.

Characteristics or features of Traditional education

- **Communalism**-emphasised communal and social aspects rather than the individual and competitive functional preparation for useful adult life in household, village and tribe.
- **Authoritarian**- the young were expected to accept adult instruction and directions without question.
- **Ritual oriented**- each terminal level of learning was marked by certain initiation rituals or ceremonies, referred to as rites of passage.
- **Conservative rather innovative**- it was aimed at the preservation of culture
- **Static**-unchanging from generation to generation
- **General absence of specialisation**
- **Informal knowledge** was committed to memory and then passed on orally and through practical demonstrations.
- **Holistic and utilitarian**- it was functional and stressed participation and application to meet societal needs. Etc.

Curriculum

- Sum total of experiences of (a) family (b) tribe or group
- Conducted within unifying pervasive unifying religious context
- Stressed:-
- (i) detailed knowledge of physical environment and skills for exploiting it.
- (ii) how to live and work with others

Methodology

The methods of instruction in traditional African education were both informal and formal. Children learnt through folk songs, stories riddles, proverbs, dances, ceremonies and festivals, prohibitions, poems, practical activities and observation. All these contributed to the children's intellectual, spiritual and moral development.

Strengths

- Provided a thorough (complete) and well-balanced preparation for life.
- Preserved the cultural heritage, language and institutions.
- Made the best use of their physical environment
- Fostered obedience, usefulness and endurance of hardship.
- Encouraged honesty, self-restraint and respect for the rights of others.
- Encouraged conformity to community norms.
- Endeavoured to explain how man can come to terms with the spirit world.

Limitations

- Static
- Conservative- not open to change or innovation
- Restricted world view
- Found it difficult to cope with the dynamic needs of the modern world.
- Orally based- without written records
- Limited scientific understanding
- Promoted conformity and adherence to past traditions- rather than a spirit of inquiry, innovations or change.

Now take time and try the following activity. Put aside the module and assess yourself.

Activity 1

1. State any three elements of indigenous education (3 marks)
2. The two similarities between traditional education and missionary education were:
 - A. Both stressed on learning morals and the history of the tribe.
 - B. Both stressed on agriculture and ceremonies.
 - C. Both stressed on production and morals.
 - D. Both stressed on apprenticeship and reading

- | |
|--|
| <p>3. Explain briefly what the following meant when traditional education was said to be:- (4marks)</p> <p>(a) Holistic</p> <p>(b) Practical</p> <p>(c) Effective</p> <p>(d) Relevant</p> |
|--|

Suggested solutions:

1. - **History and Traditions**
 - **Practical Skills**
 - **Good morals and Social obligations**
 - **Religious Teaching**
 - **Initiation Ceremonies**
2. **C. Both stressed on production and morals.**
3. (a) **provided a thorough and well balanced preparation for life (educated the whole person)**
 - (b) **made the best use of their physical environment**
 - (c) **Fostered obedience, unselfishness and endurance of hardship.**
 - (d) **Encouraged conformity to community norms.**

B: Missionary education

Now let us take time to understand how the Missionary Education started and developed in Northern Rhodesia. The schools were seen as integral to mission work, since missionaries placed their main hope on the young people for stable converts to Christianity. Missionaries were interested in elementary education. They were motivated to give formal education, i.e. literacy, numeracy for people to read the bible (evangelism) and to spread the gospel message to others (Christian leadership formation).

Some also wanted to develop agriculture, carpentry, black–smithing and other skills that would help people raise their living standards. Catholics and Protestants had different perceptions of the importance of schools. Schools often were weapons in the struggle between the missions for areas

of influence. As such, their education effectiveness was sometimes limited. They paid very little capitalisation on traditional system of education and no appeal to the way people had transmitted wisdom, knowledge and experience from one generation to the next. Instead in their desire to convert people to Christianity, missionaries rejected much of traditional way of life. As a result, schools were alien to the local culture from the outset- they became foreign to the people, western inspired. Hence, the local people showed little interest in schooling.

Take some time and go through activity below.

Activity 2

1. Name three of the major groups who interested in educational development in northern Rhodesia during the colonial era.
 - (i)
 - (ii)
 - (iii).....
2. The representative of many protestant churches had met in_____ 1910.
 - A. New York
 - B. London
 - C. Kafue
 - D. Edinburgh
3. Formal education in Northern Rhodesia was started by the.....
 - A. Missionaries
 - B. B.S.A. Company
 - C. Colonial government
 - D. UNIP government
4. What did the 1918 proclamation demand?
 - A. Registration of colleges and universities.
 - B. For a fine of anybody found subverting the tribal authority.
 - C. Magistrates and Native Commissioner to inspect schools since they were educational experts.
 - D. Teachers should be disciplined
5. Missionaries were interested in -----

- A. Literacy
- B. Adaptation
- C. Liberalization
- D. Decentralization

6. What were the challenges that the missionaries faced in the provision of education from 1883 to 1924?

- **You should be aware that the question is divided into two parts, the Missionary and the B.S.A.co. (1890).**
- **Here, the challenges were with the local people.**
- **Candidates must discuss these challenges in this context.**
- **The other part is from 1890 to 1924 where the Missionaries were trying to develop education but faced challenges with the B.S.A.co.**
- **In both it is the Missionaries who were trying to develop education.**
- **Take note that the question is not discussing Informal or Traditional Education but Formal Education.**

Activity 2 suggested solutions

- 1. - Local people**
 - Missionaries
 - Settlers
 - Local administration in N.R.
 - Colonial office in London

2. D. Edinburgh

3. A. Missionaries

4. **B. For a fine of anybody found subverting the tribal authority.**

5. **A. Literacy**

6.

ESSAY

- During the 1890s North Western and North Eastern Rhodesia were brought under the control of the British African Company (BSA CO.)
- Company administered the two territories and were merged into Northern Rhodesia in 1911 on behalf of the British Government until March, 31st 1924.
- Then they were administered as protectorates of Northern Rhodesia.
- Having assumed control, the BSA Company acted as if it **had no responsibility** for furthering the **social and economic development** of the people who had been entrusted to its care and protection.
- Though the company made **strides in ending the slave trade, stopping intertribal wars**, creating an administering system and brought some measure of law and order to the country
- Its record on education was somewhat that of sheer neglect as **it refused to give financial assistance to the missionaries** efforts to support education

Main Body

Missionary education

- Schools seen as integral to mission work, since missionaries placed their main hope on the young people for stable converts to Christianity.
- Interested in elementary education
- Missionaries were motivated to give formal education (literacy, numeracy) for people to read the bible (evangelism)
- And to spread the gospel message to others (Christian leadership formation)
- Some also wanted to develop agriculture, carpentry, black-smithing and other skills that would help people raise their living standards

- Catholics and protestants had different perceptions of the importance of schools

Challenges from the local people.

- School often were weapons in the struggle between the missions for areas of influence
- As such, their education effectiveness was sometimes limited
- Very little capitalisation on traditional system of education and no appeal to the way people had transmitted wisdom, knowledge and experience from one generation to the next
- And no appeal to the way people had transmitted wisdom, knowledge and experience from one generation to the next
- Instead in their desire to convert people to Christianity , missionaries rejected much of traditional way of life
- As a result, schools were alien to the local culture from the outset- they foreign to the people, western inspired.
- Hence, as first local people showed little interest in schooling.

Challenges from the B.S.A.co.

- Developmental schemes which were not strictly essential could not be considered
- Education for Africans did not come within that definition , and hence could not be considered
- Its record on education was somewhat that of sheer neglect as **it refused to give financial assistance to the missionaries** efforts to support education
- In spite of the company's refusal to support education, it **tried to control the system** in its **Native Schools Proclamation of 1918**, which **gave the company sweeping powers over schools and teachers**
- However, the proclamation was repealed due to strong missionary resistance

C: EDUCATION DURING THE BRITISH SOUTH AFRICAN COMPANY (BSA CO.) - 1890-1924.

During the 1890s North Western and North Eastern Rhodesia were brought under the control of the British African Company (BSA CO.). The Company administered the two territories and were merged into Northern Rhodesia in 1911 on behalf of the British Government until March, 31st 1924. Then they were administered as protectorates of Northern Rhodesia.

However, having assumed control of the territory, the BSA Company acted as if it **had no responsibility** for furthering the **social and economic development** of the people who had been entrusted to its care and protection. Though the company made **strides in ending the slave trade, stopping intertribal** wars, creating an administering system and brought some measure of law and order to the country, its record on education was, somewhat that of sheer neglect as **it refused to give financial assistance to the missionaries** efforts to support education.

It also **failed to implement the explicit promises** regarding education which had been made in the treaties with Lewanika, paramount chief of the Lozi and other chiefs when concessions were granted which established the company's authority.

The undertakings were affirmed both in Lochner treaty of 1890 and in the treaties of 1898 and 1900. But **later the company** claimed Lewanika's kingdom and **embraced the whole of** North Western Rhodesia. The **main responsibility of the company** was to the **share-holders in Britain, South African** and elsewhere. The **Administrative costs** were to be **kept to the minimum** consistent with the maintenance of law and order. This meant that developmental schemes which were not strictly essential could not be considered. Unfortunately, education for Africans did not come within that definition, and hence could not be considered.

The **company established one school** in the whole country during the entire period of its administration (34 years), the **Barotse National School** which was **founded in March, 1907, at Kanyonyo in Mongu**. And **Austine .R Williams** was its **first headmaster**. In spite of the company's refusal to support education, it **tried to control the system** in its **Native Schools Proclamation of 1918**, which **gave the company sweeping powers over schools and teachers**. However, the proclamation was repealed due to strong missionary resistance. During the company

rule, no machinery existed for the administration of education. In 1924, the B.S.A. Company handed over its control of Northern Rhodesia to the British Government (London colonial office).

Activity 3

1. Which government or agency ruled Northern Rhodesia from 1890 – 1924?
 - A. The Colonia government
 - B. The British South African Company
 - C. The Federal government
 - D. The Missionary Societies

2. The School was founded in March 1907, at kanyonyo village (1 mark).

3. The BSA Company was only interested in.....and and not education (2 marks)

4. The native education proclamation of 1918 was passed in order for the BSA company to:
 - A. Control the mines
 - B. Control schools
 - C. Control Lewanika’s chiefdom
 - D. Control the missionaries

5. Mention three(3) areas of achievement that the B.S.A.CO. scored during its rein in northern Rhodesia
 - i)
 - ii)
 - iii)
 - iv)

6. Who was the first headmaster of the Barotse National school?
 - A. Herbert stanely
 - B. Austine. R. Williams

C. Dr. T.J. Jones

D. Robert codrington

- 7. Discuss the development of education during the British South African company rule (1890-1924).**

Activity 3 suggested solutions:

1. **B. The British South African Company**
2. **Barotse National**
3. **Commerce and Industry.**
4. **B. Control schools**
5.
 - **Stopped inter-tribal wars**
 - **Ended slave trade**
 - **Created an administrative system**
 - **Brought a measure of law and order**
6. **B. Austine. R. Williams**
7. During the 1890s North Western and North Eastern Rhodesia were brought under the control of the British African Company (BSA CO.)
 - Company administered the two territories and were merged into Northern Rhodesia in 1911 on behalf of the British Government until March, 31st 1924.
 - Then they were administered as protectorates of Northern Rhodesia.
 - Having assumed control, the BSA Company acted as if it **had no responsibility** for furthering the **social and economic development** of the people who had been entrusted to its care and protection.

- Though the company made **strides in ending the slave trade, stopping intertribal wars**, creating an administering system and brought some measure of law and order to the country
- Its record on education was somewhat that of sheer neglect as **it refused to give financial assistance to the missionaries** efforts to support education
- It also **failed to implement the explicit promises** regarding education which had been made in the treaties with Lewanika, paramount chief of the Lozi and other chiefs when concessions were granted which established the company's authority
- The **main responsibility of the company** was to the **share- holders in Britain, South African** and elsewhere
- **Administrative costs** were to be **kept to the minimum** consistent with the maintenance of law and order
- The **company established one school** in the whole country during the entire period of its administration (34 years)
- The **Barotse National School** was **founded in March, 1907, at Kanyonyo**
- And **Austine .R Williams** was its **first headmaster**
- During the company rule, no machinery existed for the administration of education
- In 1924, the BSA company handed over its control of Northern Rhodesia to the British Government (London colonial office)

D: The Phelps-stokes commission

Background

The **representatives** of many **protestant churches** had met in **Edinburgh in 1910** to look at various matters of interest- including educational problems in Africa. A committee was elected and Dr. J.H. Oldham was appointed secretary. Under his leadership, an international missionary council was established. Oldham urged the colonial office to **formulate a clear-cut policy** on education in the British dependencies. At the 1921 missionary conference, members re-echoed their demand for government aid to missionary education work. As this appeared to be a

widespread concern, in November 1923, **the secretary of state** appointed the **advisory committee** on native education in the British tropical African dependencies charged with the following terms of reference:

- **to advise the secretary of state on any matters of native education in the British colonies and protectorates in tropical Africa.**
- **(to assist him in advancing the progress of education in those colonies and protectorates.**

Oldham was appointed a member of the advisory committee. In order for the committee to successfully and properly advise the secretary of state, the advisory committee needed to be fully informed of the state of education in British Africa. Education in the South and West Africa had recently been well documented and analysed.

Origins

The Phelps-stoke fund, set up in New York under the Will of Miss Caroline Phelps-stokes to further the education of Negroes both in Africa and in the United States. They had sent an education commission to west, south and Equatorial Guinea in Africa. The commission's report, written by its chairman, Dr. T.J. Jones, education director of the Phelps-stokes fund, had collected a large amount of valuable information, which generated a great deal of interest. By mutual understanding between the colonial office and the missionary bodies, it was decided to invite the Trustees of the Phelps-stokes to undertake major responsibility for carrying out another education survey, this time in East and Central Africa. In November, 1923 the trustees of the fund authorised the new commission.

The Phelps – Stokes Commission

Members appointed to the commission:

Dr. James Aggrey (Gold coast)

Dr. J.A. Dillard (U.S.A)

Dr. A.L Shantz (U.S.A)

Rev. Garfield Williams

Major Hanns Vischer

C.T. Loram (South Africa)

James Dougall (Scotland)

Dr. Thomas Jesse Jones (U.S/ Wales)

TASK

Commission charged with three – fold task:

- (i) To investigate the educational needs of the people in the light of their religious, social, hygienic and 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 native races.

The information contained in the section of commissions report dealing with northern Rhodesia was given by **Latham** and the **mission representatives**.

Report

- Most of the was a general **treaties** on educational aims and ideals for Africa
- Thus education must be **adapted** to the conditions and needs of the community
- It must be a preparation for life
- And life for the African meant life in the village
- **Aim:** the chief aim of education, therefore, must be to raise the standard of living among the village community.
- This meant concentrating on hygiene and health.
- **Encouragement of agricultural development.**
- The teaching of **industrial skills**
- Raising the **status of women** and **girls**
- Developing character through **religious training** and **physical recreation**.

Recommendations

- Government to appoint a director of native education- to co-ordinate and unify the educational activities of the missionary societies
- An advisory committee on education should be appointed, with representatives of government, the missions and the settlers.
- Government to subsidise the educational work of the missions.

- Aid for the maintenance of European missionaries to supervise the educational work of their mission stations and out school.
- Financial provision should be made for the training and employment of visiting teachers.
- Education must be adapted to the conditions and needs of society.
- Must be a preparation for life, and life for the African meant life in the village.
- Main aim of education to raise the standard of living among the village communities.
- Concentrating on hygiene and health.
- Encouragement of agricultural development.
- The teaching of industrial skills.
- Raising the status of women and girls.
- Developing character through religious training and physical recreation.
- Government to appoint a Director of Native Education and Advisory Committee on education should be appointed with representatives of government, the missions and the settlers.
- Priority to be given to the establishment of teacher training institutions at selected mission stations.

Summary

This unit started by reviewing education in the Pre-colonial era where we pointed out that there were three major players: The local people, offering Traditional Education or Indigenous Education; The Missionaries attempting to offer Formal and British South African Company (B.S.A.co.) trying to control the system of education without supporting it. Later the unit moved on to look at education during the B.S.A.co. era, where there was no policy direction until after the Phelps-Stokes Commission's recommendation of the philosophy of Adaptation, which later became The Colonial Education Policy.

Activity 4

1. Who requested that colonial office to formulate a clear-cut policy on education in the British dependencies?
 - A. Oldham .J.H.
 - B. Dr Jones .T.J.
 - C. Latham
 - D. Loram .C.T.

2. The Phelps-Stokes fund was set up as a result of the ‘WILL’ of -----
-
 - A. Miss Catherine
 - B. Miss Charity Phelps-Stoke
 - C. Miss Caroline
 - D. Miss. Clinton

3. The Phelps-Stokes fund was meant to help to further the education of -----
--
 - A. Coloureds
 - B. Europeans
 - C. Indians
 - D. Negroes

4. What colonial policy on education did the Phelps-Stokes Commission recommended for Northern Rhodesia? (1 mark).....
.....

5. What was the chief aim of education according to the Phelps-Stokes Commission Report? (1 mark).....
.....

6. Mention any **four (4)** areas on which education was to concentrate to achieve the aim you have stated on question 5 (4marks)

.....

.....

.....

.....

7. Mention the Three-Fold Task that the Phelps-Stokes Commission Team was given to carry out. (3marks)

8. Which of the following was not a member of the party of the Phelps-stokes Commission that visited Northern Rhodesia from June 8 to June 13, 1924?

A. Dr. Thomas Jesse Jones.

B. Major Hanns Vischer.

C. Dr. James Aggrey.

D. Dr. H.L.Shantz.

Activity 4 suggested solutions:

1. **A. Oldham .J.H.**
2. **C. Miss Caroline**
3. **D. Negroes**
4. **Adaptation**
5. **To raise the standard of living among the village community**
6.
 - **Hygiene and Health**
 - **Encouragement of Agricultural development**
 - **The Teaching of Industrial skills**
 - **Improving the status of women and girls**
 - **Religious training and physical recreation**

7.

- ✓ **Investigate the educational needs of the people in the light of their religious, social, hygienic and economic conditions.**
- ✓ **Ascertain the extent to which their needs were being met**
- ✓ **Assist in the formation of plans to meet the educational needs of the Native races**

UNIT 3: ORGANISATION AND DEVELOPMENT OF EDUCATION 1924 – 1953

Introduction

Welcome to Unit 3: Organisation and Development in Education 1924 – 1953 this unit begins with discussion on the recommendations of the Phelps – Stoke Commission. We shall look at how these recommendation influenced the organisation and development of Education under the colonial rule.

Aim

The aim of this unit is to look at the major developments in Education especially African Education in respect to financing teacher training, Primary and Secondary Education and girls Education.

Objectives

Upon completion of this unit you should be able to:

- Discuss the organisation and Development of Education during the period 1924-1953
- Explain the Pin Allan Plan and its Contribution to Education
- Analyse the Education during the Federal Period (1953-1963)
- Highlight the issues raised during the Addis Ababa Conference, 15 – 25 May, 1961 – Development of Education in Africa

A: Organisation and Development of Education (1924-1953)

Establishment of a sub-department of native Education in 1925.

- This was under the department of Native Affairs.
- Mr. G.C. Latham who was an inspector of schools became the first director for the sub-department of native education.
- The sub-department was charged with the responsibility of organizing education for the natives.
- The sub-department drew up the plan for organisation of mission education and training of teachers.

First examination for teachers was held in 1928

- The examination was based on government standards for syllabus.
- Teachers had to do a paper on teaching theory and school management.
- They were also required to pass a test in first-aid given by doctors and nurses.

Building of a Jeans School in Mazabuka also in 1928

- This was to provide teacher training, agricultural training and also primary education.
- The activities were moved from Mazabuka to Chalimbana in 1939.

Introduction of uniform syllabus for all schools in 1934

- For the first time in the history of education in Northern Rhodesia, all schools were subjected to follow a uniform syllabus.
- This facilitated the provision of uniform education by different missionary groups that operated on the territory.

Giving of grants to missions by the government

- By 1936, the colonial government had stated to give grants to missions to run primary schools and teacher training work in the territory.

Appointment of school superintendents in 1938

- Five school superintendents were appointed in 1938 and these were charged with the work of inspecting and organising education in the entire territory.
- These school superintendents were posted to Kasama, Ndola, Mazabuka, Mongu and Fort Jameson (Chipata)

Other development within the same period would include; introduction of a salary scale for mission teachers; establishment of a provincial advisory committee on education and establishment of Jeans supervisors.

Provision of Education

Mission continued to dominate provision of Education. By 1935 there were 1,990 mission schools which rose to 2,034 by 1945. By contrast the government and Local Education Authorities had 12 schools in 1935 which rose to 51 by Elementary education and almost all of it in rural schools. Very small numbers of students 186 in standard IV in 1933 which rose to 836 in the same standard by 1945. The majority were in the first three or four years of school.

There was dual Education system from the earliest days one for African and one for non-Africans. The African Education was of low quality. Teachers were poorly educated, poorly trained and poorly paid.

Secondary education was started at Lubwa, Kafue and Munali in 1939, No girls secondary until 1946 when Chipembi girls was opened. Despite all attempts to improve it girls education lagged behind that of boys.

B: Pim Alan Plan

In 1938 Sir Alan Pin presented the report of this commission which was appointed to enquire into the financial and economic position of the country. The report showed that the cost to government was lowest among countries in East and West Africa. The report revealed that the strenuous and sacrificing on the part of the missions had been too diffused to yield commensurate results so more generous assistance was certainly necessary. In view of the above the commission came up with a five year plan named Pin Alan Plan of 1939.

The objectives of the plan were as follows:

- Extension of the Central Village School System
- To train Chiefs to participate in provision of education
- The opening of 1 to 2 Junior Secondary Schools
- To increase attention of Agriculture and Health training and handcraft
- Special provision for backward or neglected areas
- To have compulsory education in urban areas.
- Expand female education through the training of teachers wives
- Emphasise on activities that use skills training.

By the year 1941 most of the above projects were well underway and also considerations were made for remaining projects and achieve them within the five year plan. By 1943 a lot had been achieved as anticipated. However, there was an interruption due to the Second World War of 1939 – 45. The number of teachers reduced and there was shortage of school supplies.

This plan contributed greatly to the development of Education in Northern Rhodesia for example:

- Areas without schools were considered in education provision

- Compulsory education in urban areas such as Broken Hill (Kabwe) and the Copperbelt region was introduced.
- Uniform syllabus was revised in 1943
- Provoked the need of education and this led to the introduction of senior secondary class at Munali in 1944.
- In 1946 Chipembi Girls Secondary School was opened.
- In 1950 adequate examination machinery were set
- Teachers entry qualification into training from standard 4 to 6
- Refresher course were also introduced
- More emphasis was put on practicals such as needle work looking, knitting and domestic craft.
- Some Africans were represented on the legislative

SUMMARY OF SOME EDUCATIONAL DEVELOPMENTS

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 1945	-Senior Secondary Classes started on a regular basis at Munali training centre -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

C: Education during the Federal Period (1953-1963)

Federation of Rhodesia and Nyasaland was established on 23rd October, 1953. It 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.

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.

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

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.

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.

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.

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.

D: Addis Ababa Conference

The Conference of African States on the Development of Education in Africa was held in Addis Ababa (Ethiopia); from 15 to 25 May 1961, in accordance with resolution 1.2322 adopted by the General Conference of UNESCO at its eleventh session, by which the General Conference decided “to convene a conference of African States in 1961 with a view to establishing an inventory of education needs and a programme to meet those needs in the coming years., and to invite the United Nations, the other Specialized Agencies and the International Atomic Energy Agency to co-operate with UNESCO in the preparation and organization of the Conference”.

The Conference was jointly organized and convened by the Director-General of UNESCO and the Executive Secretary of the United Nations Economic Commission for Africa in consultation with the other United Nations Specialized Agencies. The following countries were invited to send delegates : Basutoland, Bechuanaland, Belgium, Cameroun, Central African Republic, Chad, Congo (Brazzaville), Congo (Léopoldville), Dahomey, Ethiopia, France, Gabon, Ghana, Guinea, Ivory Coast, Kenya, Liberia, Libya, Malagasy Republic, Mali, Mauritania, Mauritius, Morocco, Niger, Nigeria, Portugal, Rhodesia and Nyasaland, Ruanda-Urundi, Senegal, Sierra Leone, Somalia, Southern Cameroon, Spain, Sudan, Swaziland, Tanganyika, Togo, Tunisia, Uganda, Union of South Africa, United Arab Republic; United Kingdom, Upper Volta, Zanzibar.

The Conference brought together, 39 governments as participants, 24 governments as observers, 10 United Nations Agencies, and 24 international non-governmental organizations

under the Chairmanship of Hon. A. J. Dowuona Hammond, Minister of Education and Welfare, Ghana.

The purpose of the Conference was to provide a forum for African States to decide on their priority educational needs to promote economic and social development in Africa and, in the light of these, to establish a first tentative short-term and long-term plan for educational development

in the continent, embodying the priorities they had decided upon for the economic growth of the region. It was also intended to help them arrive at decisions as to the maximum contribution to such a short-range and long-term educational plan that they could make from their national income and available resources.

Priority Areas Discussed

As the conference developed, a number of priority areas were identified and these included;

1. Secondary Education

It was noted that some African countries have unduly neglected secondary and higher education in proportion to primary education. Economic development is highly dependent on skills of the sort which are taught in institutions to students of 15 years of age and upwards. It is of the highest priority to ensure that an adequate proportion of the population receives secondary, postsecondary and university education; this should be put before the goal of universal primary education if for financial reasons these two are not yet compatible. Plans for economic and social development depend upon an adequate supply of teachers, technicians, agricultural assistants, nurses, book-keepers, secretaries, medical technologists, clerks and other secondary level skills. Whereas the numbers required at the university level are so small that deficiencies can be met by external recruitment at relatively small cost, the numbers required at the secondary level are so large that deficiencies seriously handicap development.

2. Primary Education

It is at the level of primary education that integration with economic development proves to be most difficult. The skills on which primary education concentrates - reading, writing and counting - must have some value in any occupation whatsoever, and the habit of analysis which any kind of education must stimulate, is of special value in occupations whose technology is revolutionized by development, and not least in agriculture, which is the family occupation of the vast majority of children in primary schools. Primary education is difficult to integrate only where and to the extent that primary schooling creates among the great majority of children, expectations of a way of life and a standard of living which the economic system is not yet able to give them.

3. Adult Education

It is also agreed that most African countries should accord adequate priority to adult education, especially in the countryside. Experience in other continents had shown that even among illiterate farmers agricultural extension can effect substantial increases in yields. In general, the quickest way to increase productivity in Africa, in any industry, was by on-the-job training of adult workers. This form of education is the most closely geared to economic development, and yet the most neglected. Except for in-service training of teachers, responsibility for most of this kind of education rests not with the Ministry of Education but with the Ministries more directly concerned with production.

Conclusion

In the light of this analysis, the Conference declared the following:

- (a) That the development of human resources was as urgent and essential as the development of natural resources;
- (b) that educational investment is of a long-term nature but, if properly planned, obtains simultaneously a high rate of return;

(c) that the content of education should be related to economic needs, greater weight being given to science and its applications;

(d) that in Africa, at its present level of development, the highest priority in education should be accorded to ensuring that an adequate proportion of the population receives at secondary and post-secondary levels the kinds of skills required for economic development;

(e) that African countries should aim at providing universal primary education within two decades; at the same time, special attention should be given to adult education and on-the-job training;

(f) that low or no interest loans repayable preferably in local currencies over long periods (in addition to tax revenues and grants) are a suitable source of finance for some forms of educational expenditure, recurring as well as non-recurring.

UNIT 4: EDUCATION IN THE FIRST AND SECOND REPUBLICS



Introduction

This unit tries to give a historical outline of the development of education in Zambia during the First and Second Republics. It covers the post-independence era from 1964 to 1972, also known as the First Republic and the Second Republic from 1973 to 1991. It will examine the state of education, the policies that were initiated, implemented and their influence on the development of education in Zambia. During these periods, education in Zambia underwent significant changes.

It explains inter alia problems and policies in education at independence. Further, it discusses the search for human development strategy. On the one hand, it examines the areas that are well known in the organisation of education such as primary, secondary, teacher education and technical and vocational training



Aim

The aim of this unit is to give a learner an insight into the problems and policies in education during the first and second republics.



Objectives

Having read this unit, students are expected to:

- Identify and explain the major problems and policies at independence.
- Explain the achievement and shortcomings in education during the first and second republics
- Know the strategies employed for the search for Human Resource Development.
- understand the education policies that were introduced in the Third Republic of Zambia.
- explain why policies are important in education.

- describe the development of teacher education and the teaching profession
- describe the need for and processes and content of education reforms in Zambia
- describe the educational developments in Zambia between 1987 to 1991



Reflection

Reflect on the post-independence educational problems in Zambia and the strategies employed to solve such problems.

A: Zambia's Educational Problems and Policies at Independence

The leaders of the Nationalist government that assumed office in 1964 had already seen the shortcomings of the colonial system of education even before assuming office in 1964. Due to the shortcomings of the Colonial Government's educational policy in Northern Rhodesia, Zambia at independence faced a number of educational problems, hence policies were formulated to resolve the problems. The following are the problems and policies at Independence:

General Policy Problems: The education policy at that time did not state exactly what kind of education should be offered, should it be academic? Vocational? Practical? Should it be rural oriented? The policy did not state also who should own and run schools and how the education system should be organized and managed. In addressing the problem of the kind of education to be offered in Zambia, the new government diversified the education system by creating a multilateral education system, comprised of academic, technical, science and commercial courses.

Limited Access to Education at all Levels: Primary, secondary and higher education had limited access. For instance there was no university to provide the most needed skills in the newly independent country. To address this problem through education, priority was given to increasing of educational provision at all levels, especially for African children. Provision of University and other forms of higher education and expansion of secondary education became great priority of the post-independence educational policy.

Limited Educational Facilities: Government accelerated the expansion of educational facilities and advocated for the universal primary education. Education was made free and compulsory to all eligible Zambians regardless of their creed, colour or sex.

Inequalities: There was marked inequality of access to positions of responsibility, power and wealth. There was also unequal access to education and other skills. The dual education system that had existed before independence had created a lot of educational inequalities between the Africans and non-Africans; European schools were lavishly equipped and well-staffed, European children had compulsory education and facilities available up to Form VI and over 3,500 Europeans out of the population of 60,000 were in secondary school. There was a problem of how to integrate the two systems without affecting standards. On the one hand, girl participation in education remained very low. There was also uneven geographic distribution of educational facilities between rural and urban areas. Thus, the main task during 1964 was to integrate the different systems of education obtaining in the country to promote unity without necessarily requiring a uniformity of practice, to ensure equality of educational opportunity for all children, to increase such opportunities at all levels to meet the national needs for educated and trained men and women and in the process, to maintain, extend and improve existing educational standards. Education was also used in removing these inequalities by establishing at least one secondary school in each district.

Racial Segregation: Racial segregation in schools was still very prominent following the dual education system that had existed in the federal period. There were disparities between the educational facilities available to the children of non-Africans and those of Africans. 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 a government policy through education 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.

Lack of Qualified Human Resource: There was evidently shortage of persons with critical technological, managerial and financial skills for national development. Zambia entered into independence with local human resources of about one hundred university graduates and less than a thousand holders of a full secondary school certificate. The development of human resources in Zambia by then was not guided by manpower needs. At that time the supplies of skilled human resource fall short of what the economy required. Although educated people were greatly needed, there was no adequate institutional infrastructure for human resource development. Rapid expansion of both primary and secondary education became an educational strategy for expediting the development of human resource. Training programmes were developed to equip the youth with necessary skills for employment in industry, commerce and self-employment. Educational expansion was seen as the most important element of economic development as it developed the human beings themselves. In the early years of independence, it became an explicit purpose of the education system and other institutions of training to provide the people of Zambia with the education and skills needed to build and develop the country.

High Proportion of Unschooling and Illiteracy amongst the Adults: A majority of the adults in Zambia by 1964 were illiterate, the conducted survey at that time indicated that 75% of the African males and 93% 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. At independence the education system attempted to address the problem of illiteracy amongst the 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.

B: The Search for Human Resource Development Strategy

Most African countries at the time of independence had a very limited supply of skilled and educated manpower to promote rapid economic development. When Zambia attained self-government at the beginning of 1964, several other former British dependencies had gained their independence. Experience had shown that expatriates in government service, for a variety of reasons, chose to leave employment shortly after independence. So the most efficient, reliable and

certain method of building up a truly indigenous civil service after independence in any country in Africa, and Zambia in particular could definitely not be an exception, was to expand educational facilities. African Countries quickly prepared strategies for intervention. This was meant to correct the wrongs by previous governments that caused manpower shortage. They decided to embark on the expansion of education facilities at all levels. They realized that products from secondary education and above, were vital for development.

In responding to the challenge of human resource, the UNIP government opted for a dominantly economic strategy as the wisdom of the day and the current notion of development indicated. An immediate and extensive linear expansion of the existing educational system appeared imperative to Zambianize (place Zambian nationals in positions of leadership) the new state. This was needed not only to fuel growth by providing employment for Zambians and to reduce dependency on expatriates.

i) Human Resource Development Problems in Developing Countries

Unemployment: There were human resource development problems in developing countries in the 1960s. There was increasing unemployment in formal wage sectors and shortage of persons with critical technological, managerial and financial skills for national development. For example in 1964, Zambia only had

Rapid Population: There was rapid population growth which was not fully recognized at that time, meaning it was very difficult to carry out a manpower forecast.

Inadequate Institutional Infrastructure: There was inadequate institutional infrastructure for developing human resources. In Zambia no universities and few colleges, few secondary schools, access by majority to technological training was limited.

Inappropriate system of incentives: Inappropriate system of incentives in that white collar work like that of administrators and bureaucrats attracted a high pay hence they were seen as role

models. So everyone wanted a white collar job as a result there was the absence of entrepreneurs and self-made people.

ii) **Criticism of the strategy employed**

Great Stress on Education as an Instrument of National Development: Greater stress on education to train human resource in technological, managerial and financial skills as an instrument of national development than as an instrument of personal development. It overlooked other large areas of human potential like lifelong education, health, cultural, religious and moral values. It tied closely to manpower considerations. The purpose of education is to broaden understanding, so that men may make the fullest use of their innate potential, whether spiritual, intellectual, or physical. Education would therefore have value even if it contributed nothing to economic development. Education is listed among the universal human rights; it is necessary for the full development of the human personality, and is grounded in respect for human rights and fundamental freedoms.

Concept of Human Resource Development very Narrowly Economic: The Concept of Human Resource Development was very narrowly economic. Increases in national income were attributable merely to the accumulation of physical capital, and not to the improvement of human capacity through research, education, inventions and the improvement of public health, as well as to better organization of human relations, whether in business, social or public institutions

Provided too much Education than the Economy was able to Absorb: Provided too much education than the economy was able to absorb at its current stage of development. Many countries were finding themselves producing more university graduates or more primary school leavers than their economy could currently absorb and as a result they were faced with intractable economic, social or political problems. The balance between primary, secondary and higher education; between general, technical and vocational studies; between humanities and sciences; or between institutional and in-service training - all these require careful analysis if education is to be a help rather than a hindrance to development.

C. DEVELOPMENT OF PRIMARY EDUCATION

The expansion and development of primary school education after independence was perhaps one of the most important priority areas that the nationalist government undertook after 1964. The following figures give us some idea of primary school expansion between 1964 and 1975 (Ministry of Education Educational Statistics, 1988)

YEAR	PUPILS
1964	378,417
1965	–
1966	473,000
1967	–
1968	609,000
1969	661,000
1970	695,000
1971	730,000
1972	777,873
1973	810,234
1974	858,191
1975	872,392

We observe that primary education expanded in terms of enrolments from 378,417 to 872,392 in 1975. This dramatic expansion could only have been possible because of a number of factors.

i) **Factors that led to the Dramatic Expansion of Primary Education**

Emergency Development Plan and Transitional Development Plan: Both the Emergency Development Plan (1964 -1965) and the Transitional Development Plan (1965 – 1966) put much stress on providing as quickly as possible educational facilities that would enable most school going pupils to enter Grade 1. The UNIP government had in mind the goal of universal primary education. One of the key policies of UNIP was the accelerated expansion of educational facilities. A pivotal goal for UNIP thus was to have a system of universal primary education so that all seven year old children could enter Grade one. It was for this reason that during the Transitional Development Plan period primary education got the highest allocation of funds of £4.9 million. In comparative terms, other sectors like the transport, mines, agriculture e.t.c got less.

African Leaders viewed Education as a Powerful Vehicle for Social Transformation: As in most African countries, from the early days Africa's leaders viewed education as a powerful vehicle for social transformation. Moreover, they faced pressure for rapid expansion from their peoples. Thus as the UNIP government assumed power, among its immediate priorities were the elimination of racial segregation in schools, expansion of educational provision and achievement of rapid output of high-level manpower.

National Development Plans: The utilization of 5 year National Development Plans as a development strategy had its merits in the planning and construction of schools. It ensured that schools were opened up in areas where these were needed relative to the population of those areas. It also ensured that the wastage and misallocation of financial and other resources were cut down.

The Philosophy of Humanism: The Philosophy of Humanism placed emphasis on education. The major objective of Humanism was to invest in education to improve the opportunities for social mobility for the poor and to narrow the gap of income distribution. The abolition of school fees and racial segregation in all schools in 1966 or later meant that opportunities for education which had hitherto been denied to the Africans and, in particular, to the poorer classes became available to all. Therefore the under enrolled former fee- paying and scheduled schools, except certain private schools enrolled many pupils between 1964 and 1975.

Increased Allocation of both Recurrent and Capital Expenditure to Education in the National Budget: The other factor which made the expansion of education possible at primary

school in particular and at other levels during this period of 1964 to 1975 was the increased allocation of both recurrent and capital expenditure to education in the national budget. For example, in 1965 about 23% of total government allocation went to education, in 1967 this was about 14% and, in 1968 this was 13%. In comparative terms to other sectors of the economy, such percentages were relatively large. This emphasizes the priority which the UNIP nationalist government gave to education in the early years of the attainment of independence.

Government had Favourable and Conducive Attitude to Various Providers of Education:

The government had favourable and conducive attitude to the various missionary groups and private school owners in terms of letting them continue to man their institutions. At the same time, the government gave financial assistance for running these schools. The government also paid teachers' salaries for all the teachers of the schools designated grant-aided and government aided schools from both missionary agency schools and, certain private schools.

Elimination of the Grade IV Selection Examination: In order to standardise enrolments in the upper sector of the primary school system the government eliminated the Grade IV selection examination by 1966. Prior to this date the Grade IV examination especially in the rural areas used to limit the number of pupils that went to Grade V to only 25%. By scrapping this selection examination about 75% would go to Grade V.

Abolition of School Fees and Racial Segregation in all Schools: The abolition of school fees and racial segregation in all schools in 1966 or later meant that opportunities for education which had hitherto been denied to the Africans and, in particular, to the poorer classes became available to almost all. Therefore the under enrolled former fee-paying and scheduled schools, except certain private schools, enrolled many pupils between 1964 and 1975.

ii) Achievements

- There was rapid expansion of grade 1-4 (265,000 pupils in 1964, 483,000 in 1970).
- By early 1970s, about 80% of eligible children could find places in schools.
- Grade 4 to 5 transition rate increased to 75% in 1972-1973.

iii) Challenges in Primary School Development

A number of problems arose during this period owing to the rapid expansion of the primary sector of education. These problems are:

Shortage of Teachers: The most obvious problem was the shortage of teachers. The teachers lacked proper training, due to the unprogressive and restricted educational policy followed under Federation and the colonial administration. The shortage of manpower was indeed just as acute in education as it was in other sectors of the economy. In spite of the fact that the UNIP government took measures to establish institutions that would train the needed teachers, for example the Charles Lwanga, David Livingston and Chalimbana Teacher Training Colleges, their outputs did not always correspond to the requirement.

Rapid Population: The government was now confronted with a rapidly increasing population. In 1968, the country's population was approximately 3.5 million and had been growing at about 2.6% per annum since 1963. This rapid population increase continued which made the full implementation of a universal access to basic education progressively more difficult. In certain areas especially rural areas, the government introduced multi grade teaching which involved teaching more classes at the Grade I, II, III levels being taught by one teacher under one roof. In urban schools the system of double and triple session was introduced to cope with over enrolment.

Teacher Training Reduced: Teacher Training in colleges was reduced to one year instead of two, to two instead of three in order to take up for the apparent staff shortage in schools. Hence quality was compromised.

Grade 7 School Leavers could not all be Absorbed by the Secondary School Sector: The other biggest challenge which the education system experienced by 1975 was that of school leavers who finished Grade 7 but could not all be absorbed by the secondary school sector. In fact although some of the older Grade 7 school leavers found places at the trades training and other institutions of vocational training a majority did not get places either in these institutions or in secondary schools. So the large scale expansion which had taken place at primary level put pressure for parallel expansion at the secondary level.

Primary education was too academic: Primary education was too academic for Zambia's needs. Clearly it should have had more practical content for the benefit of those who never progressed beyond primary education. Pupils should have been taught wood work, home economics and agricultural science.

Shortages of Teachers' Accommodation: Critical shortages of teachers' accommodation led to teachers' frustration and demoralization in that teachers became increasingly angry and defiant as a result there were major strikes in 1963, 1968 and 1970.

How to promote English as medium of instruction by teachers who were not strong in English and at the same time promote appreciation for local languages?

Poor Infrastructure: Most school buildings were very poor self-help structures, unsafe, therefore some had to be demolished.

D. DEVELOPMENT OF SECONDARY EDUCATION

i) The Development of Secondary Education Prior to Independence

- The Northern Rhodesia government provided limited secondary education. Colonial Government policies favoured mass education at the primary level, in 1935, the Colonial Office Advisory Committee on Education in the Colonies issued a memorandum in which it encouraged just a few Africans to have access to secondary education. In response, the Northern Rhodesian government agreed that some students from Northern Rhodesia should have access to secondary education in Nyasaland but the number should be limited by the prospect of eventual employment. Where as many other African countries made no attempt to aim at universal primary education, but rather concentrated on providing a full education for a fortunate few, Northern Rhodesia endeavoured to give at least a lower primary education to all children.
- The Colonial government feared to create an intellectual unemployed proletariat. The government was cautious about the expansion of secondary education because white collar jobs were reserved for the Europeans. When they thought of secondary education, they

had in mind the training of limited numbers of young men who would meet the need for medical assistants, teachers, post office workers, agricultural assistants, or who would run the Native Authorities. They certainly did not think of training the country's future political leaders, senior civil servants or professional men and women.

- In addition, the Colonial Government felt that education made the Africans 'cheeky' and produced a distaste for manual labour. There was the further danger, acutely felt by the poorly educated Europeans, that to give Africans an education beyond the primary level would enable them to compete for employment with Europeans and could lead to white unemployment.
- Hence, during this period secondary education was neglected. The first secondary school was established in 1939, the missionaries opened Chipembi secondary school in 1946, the government also permitted the opening of Canisius Secondary School in 1949. A number of others in the following years were opened.

iii) The State of Secondary Education at the Time of Independence

- There were very few secondary schools. The country only had 26 mission schools and 16 government schools making it a total of 42 secondary schools.
- Small pupil enrolment of less than 14000 pupils. So only 14000 pupils were enrolled in these 42 secondary schools.
- Low enrolment of girls. About 4,000 of whom only 1,3000 were in senior secondary. In the colonial era there was a gender imbalance. The colonial Government lacked commitment to provide female education because of the lack of employment opportunities for girls.
- Almost no qualified Zambian secondary school teachers. Hence, the UNIP government heavily relied on expatriates. Most of these expatriates were young, inexperienced and non English speakers.
- There was a racially segregated education system. Meaning there was separate education for Africans, for Europeans and for Asians. A majority of schools were exclusively for Europeans and Asians.

- Uneven geographical distribution of secondary schools, with many concentrated in Southern Province, but many districts with no school of their own.

iv) **Immediate Priorities of UNIP Government In 1964**

- High priority was given to the development and expansion of secondary education. The policy adopted to build one secondary school in each district in order to expand secondary education. Existing schools were to be expanded and enlarged to allow a high rate of enrolment.
- Secondary school enrolments increased fourfold between 1964 and 1970. So for a period, secondary education in Zambia was the fastest growing education sector in the world. Hence various measures were taken to ensure teacher supply. Expatriate teachers were recruited.
- Priority was given at the newly established UNZA for training of secondary teachers. Nkrumah college opened to train teachers for junior secondary.

E. TECHNICAL AND VOCATIONAL EDUCATION

i) Technical and Vocational Education at the Time of Independence

Technical and Vocational Training (TVT) was the most undervalued and underdeveloped educational area: As was the case with primary and secondary education in Northern Rhodesia during the colonial era, technical and vocational education though part of the regular school system, was not given the attention it deserved during the entire colonial period. Like primary education, the initiators of vocational and technical education were the various missionary groups. However, throughout the colonial era there were attached to some mission schools in industrial arts departments. Young men learnt trades such as brick-making and brick-laying, carpentry and other forms of trades.. Side by side with this kind of education, the missionaries also encouraged agriculture using what they saw as better farming methods. Although there is a belief among some people today that the colonial era was a golden age for the development of industrial arts, the truth is that such industrial arts training wherever it existed had a narrow dimension of ensuring that those that underwent it did simple woodwork and elementary bricklaying. Its impact on the local

communities was negligible as could be evidenced by the presence of pre-industrial structures of pole, mud and thatch in most places of Zambia, more so in the villages that were in the vicinities of mission schools and centres that claimed to have been promoting the teaching of woodwork and bricklaying.

It was held in low esteem: African pupils despised manual occupations, they preferred clerical jobs and

Social and Racial Discrimination: Colonial Administrators restricted the growth of technical and vocational training for Africans; there was severe social and racial discrimination; African pupils were denied opportunities for obtaining technical skills; Africans were being offered sub-standard training. The only training available for Africans was low level, through 15 small trade schools and technical training at Hodgson Training Centre (now David Kaunda Secondary Technical School), but this was foil and was always a centre of agitation and bitterness and some craft and technical training at NORTEC and Evelyn Hone College. In addition, Legislation dating from 1943 barred Africans from apprenticeship training.

ii) Measures adopted: Saunder's 1967 report advised

Owing to the problems in technical and vocational education in the 1960s, the president appointed Mr. W.A.B Saunders, a Canadian technical educationist. He was appointed as personal adviser to the President for a period of two months from 1st October to end of November 1967. Saunders was asked to make a review of the whole field of technical education, to examine policies and plans for its development. At the end of November, Saunders submitted a report which was called the Saunders report to the president.

The Saunders' 1967 report advised:

- 1) Abolition of apprenticeship scheme, and replaced by full time training in an institution (Apprenticeship means training conducted on the job)
- 2) Institution of full time pre-employment training programmes
- 3) Consolidation of all sub-professional training

- 4) Training of teachers for vocational and technical areas.
- 5) fostering of more positive attitudes to all technical training
- 6) Diversify secondary school curriculum through introduction of practical subjects

iii) **Achievements and Challenges**

a) **Achievements**

Established Technical Schools Countrywide: In 1967 following the Saunders Report of that year, the government decided to establish technical schools countrywide. Then in 1968 the government also decided to expand technical education and training. In fact it set the pattern of vocational training and technical education as we know it today.

Created the Commission for Technical Education: In order to give the development of technical education in the country a solid foundation and a clearer dimension, the government also created the Commission for Technical Education and Vocational Training in 1969 (became Department of Technical Education and Vocational Training) . A Minister of State was appointed as the overall head of this body while for administrative and other day to day matters a Director was also appointed.

Vocational Training and Technical Education was given Legal Backing: Then in 1972 vocational training and technical education in the country was given legal backing through the enactment of the Technical Education and Vocational Training Act, Number 37 of 1972.

Vocational Training became Full-time Pre-employment Training: In 1977 vocational training became full-time pre-employment training in technical colleges and trades training institutes. This was in contrast to the apprenticeship system which the colonial government had envisaged. This entailed on the job training in selected job areas coupled with some theoretical instruction. The UNIP government

wanted a comprehensive and systematic programme that would be effective and could also cover a broad social spectrum and offer a diversity of subject areas.

Trades Training Institutes Offered Several areas: There were several areas that the trades training institutes offered. Among them were agricultural mechanics, automotive mechanics, carpentry and joinery, brick-laying, panel beating, plumbing and sheet metal technology, painting and decorating, radio and television repairs, light metal fabrication and electrical repairs and maintenance.

Programme was changed: After 1968 the programmes were generally undertaken by candidates who had completed and passed Form III or grade 10. Since 1965, on being admitted to institutes, they would do one year of basic training. The second year would be spent in industry while the final year would then be spent at an institute once again. This arrangement did not work very well as several students who went on industrial training for one year did not always return to complete their training. For this reason the programme was changed. It entailed 6 months basic training and two years of technical training after which one would be issued with an intern Craft Certificate and would then leave to go into the world of work for a further one year. Henceforth, one would be issued with a final certificate.

Expansion of Existing Institutions and construction of new ones: In terms of institutional expansion we observe that in 1964 these institutes were only 13 in number. Among these, several were geared for further expansion in order to accommodate more students than had hitherto been accommodated. Some of them were Broken Hill (Kabwe), Lukashya and Livingstone Trades Training Institutes. The Evelyn Hone College of Applied Arts and Commerce, Northern Technical College in Ndola and the Hodgson Technical College all of which had been established much earlier, continued to be the major colleges in the country. In addition to offering technical training, they also diversified to offer applied arts and related forms of training. The Northern Technical College in particular had by 1966 centres that were affiliated to it and also offered trades training and other forms of training. These were found at Kitwe, Luanshya, Mufulira and Chingola.

As the years went by, the government continued to pursue the policy of expanding existing institutions and also constructing new ones. For instance, during the year 1966 sites for new Technical Training Institutes were selected at Chipata, Mansa, Chingola, Mongu and Solwezi. In Subsequent years TTIs were constructed at these sites. The programme of construction of new TTIs and expansion of existing ones especially at the major institutes continued during the 1969 - 1979 decade. For instance, TVTC at Luanshya was built during this period with Swedish aid. It was completed in 1977.

Diversification of Secondary School Curriculum: Decision was made to diversify secondary school curriculum through introduction of practical subjects. In 1965 David Kaunda Secondary (DK) and in 1969 Hillcrest Secondary School were established as secondary technical schools in order to prepare pupils for subsequent training in engineering or applied sciences or as technologists or higher grade technicians.

Racial Barriers Overcome: Development of NORTEC, Evelyn Hone College, Zambia Air Services Training Institute and Trade Training Institutes made racial barriers overcome.

b) Challenges

Trades and Vocational training and occupations still held in low esteem: regarded as second best. Zambian pupils despised manual occupations. They prefer clerical jobs and resist any persuasion to settle on the land as agriculturalists. The truth is that historically the Zambian pupils have always been denied opportunities for obtaining technical skills. Even when some of them succeeded in obtaining these skills, discouragement from the poorly educated whites in industry hindered their further advancement and dampened the enthusiasm of others.

Inadequate staff: Major colleges and Technical Training Institutions was not satisfactory over the years, more so in terms of lecturers. Compared to the primary, secondary and teacher training sectors of the education system, the technical education fared less well. Shortly after 1967, the Department of Technical

Education and Vocational Training (DTEVT) was being manned by predominantly expatriate staff. Subsequently, several Zambians went to train in their fields of specialisation at home and abroad. Upon their return, they filled up vacant posts left by expatriates. This offered only a temporary relief as they would soon resign to go and work where there was more favourable remuneration and other conditions of service.

Outdated Programmes, Books and Equipment: Problems of keeping up-to-date with technological developments; programmes, books and equipment are outdated. Most technical and trades training institutes were not furnished with modern equipment and materials to enable them to give in depth theoretical training properly integrated with practical programmes. Very low proportion of women taking technical courses.

F: TEACHER EDUCATION AND THE TEACHING PROFESSION

Teacher education and the Teaching Profession During the First Republic

The expansion of education at the primary and secondary school levels went hand in hand with the establishment of Teacher Training institutions to cater for the training of teachers that would man the schools at the two levels we have mentioned. The earliest form of teacher training was established and controlled by missionary groups. Among their earliest centres were: St. John's in Mongu, Chilubula in the Northern Province and Minga in the Eastern Province under the White Fathers; Chikuni and Charles Lwanga in the Southern Province under the Jesuit Fathers; Mongu and Lukulu in the Western Province under the Capuchin Fathers; Malcolm Moffat and David Livingstone in the Southern Province under the Christian Council of Zambia and, Katete in the Eastern Province run by the African Reformed Church. The only government institutions that trained teachers by 1964 were those at Kitwe, Mufulira and Chalimbana.

In spite of the multiplicity of these institutions, they were actually small units or departments attached to mission stations. This is confirmed by the fact that the total enrolment for all the 16 centres was merely 1,283 students by 1964. The enrolment for the same centres rose to 1,510 in 1966. It was for this need for training more teachers that would man the primary and secondary

sectors of the education system that the UNIP government opened more colleges and also extended some of the existing ones.

The first government colleges to open after independence were those planned and constructed during the Transitional Development Plan period 1965-1966. These were Kasama and Chipata Teacher Training colleges. They were opened in 1967. They replaced the units at Minga, Chilubula and Katete. The latter colleges had closed their doors in 1966. In time, Mansa Teachers Training Colleges was also opened. Solwezi Teacher Training College opened in the late 1970s. The college for Teachers of the Handicapped which had been located along Leopards Hill Road in the Kabulonga suburbs of Lusaka also moved to its present premises on the Kamwala Secondary School campus during the mid 1970s. The UNIP government also built two secondary school Teachers' Training Colleges during this period. The Kwame Nkrumah Teacher Training College was opened in 1967 while the Copperbelt Secondary Teacher's Training College also opened four years later, in 1971. Until then the premises had been a private college known as St. Francis College.

Meanwhile the University of Zambia which had been opened earlier in 1966 also continued to produce teachers for the secondary school sector through the Institute of Education. The latter became the school of Education in 1969. At Mongu where the mission owned Teacher Training College for women, the government undertook extensive expansions to make room for the training of male teachers. By 1968 the work had been completed. Extensions were also made to Kitwe Teachers' Training college and Malcolm Moffat Teachers' Training College. By 1970 the extensions had been completed and the colleges were in a position to take on more students than had been envisaged. The Kitwe Teachers' Training College in particular would now take 500 students instead of the earlier 300. Chalimbana was similarly extended so that instead of accommodating 100 in-service students it would take in 300 or more after the extensions had been made.

In Lusaka, the Natural Resources Development college was also set up in the mid 1960s. Initially the college was also set up in the mid 1960s. Initially the college was meant to train personnel that would man different sectors of agriculture in the country. However, many trainees from this college became invaluable teachers at the various secondary schools and Teacher Training Colleges.

The Kwame Nkrumah and Copperbelt Teachers Training Colleges (COSETCO) offered 2 years post Form V training for secondary school teachers. While the former college concentrated on Arts, Science and Mathematics teachers, the COSETCO trained science and Industrial Arts teachers. Graduates received Diplomas on completion of their courses and, qualified to teach at Junior Secondary School level in their respective subjects. At the Diploma level the University of Zambia offered the Postgraduate Certificate of Education (PCE) and the Associateship Certificate of Education (ACE) both one year diploma courses. The former was for secondary school teaching and the latter for various educational administrative and teaching appointments, both at the primary and secondary levels. Teachers who trained to teach at the Senior Secondary School level pursued the four year degree courses that led to either B.A. (Education) or B.Sc (Education) depending on the areas of interest.

The table below shows the production of teachers from the different institutions between 1968 and 1975. The figures for the colleges were not available for the years 1968-1970 (Ministry of Education, Educational Statistics, 1968 - 1975).

Year	1968	1969	1970	1971	1972	1973	1974	1975	TOTAL
UNZA	99	218	243	259	282	314	511	442	2,368
SSTTC	–	–	–	119	156	233	358	455	1,321
PSTTC	–	–	–	869	913	938	972	1,123	4,815
TOTALS	99	218	243	1,247	1,351	1,485	1,841	2,020	8,504

In order for us to appreciate the growth of the teaching staff in these colleges, we observe that in 1966 there were 44 Lecturers in all primary school colleges. There were no secondary school colleges at the time. By 1976, ten years later, the number had risen to 229 lecturers. It should be observed that by this date there were 11 teacher training colleges in the country that catered for primary school teacher training. Staffing at the two newly opened secondary school teacher training colleges also stood at 50 by 1976.

Most of the teachers that manned primary schools had received their training before 1964 at the various mission centre units or departments. After independence teacher training was rationalised in terms of making larger and better facilities and, in terms of the government playing a much bigger role in this direction. However, a small proportion of teachers, especially those that had manned schools for whites, Asians and Coloureds, had been expatriates. Therefore when we talk of teachers in the country at Independence, we include Zambian and expatriate teachers. In fact, most Zambian teachers had a mere elementary education that went up to standard 4,5 or 6.

We observe that in 1964 there were 8,361 teachers at all schools and colleges in the country. Of this number 83.6% had received some professional training in the country, at different levels but predominantly at elementary primary school level. By 1975 the number of all teachers at the various levels had risen to over 15,534.

It was in view of rapid educational development and the resultant need for more teachers that the government implemented the policies of recruiting expatriate teachers and cutting down on the years student teachers would spend in colleges. In fact, even when the University had been established in 1966 and, later other colleges set up in subsequent years, the output from these institutions was slow as it takes two or more years to train a teacher. Furthermore, after 1964 there were 69 schools that had formerly been under the Federal Administration that were taken over by Zambia. A majority of teachers from these schools were expatriates. They chose to retire shortly thereafter. As the programme of desegregating former European schools and that of abolishing school fees to pave the way for more opportunities for African children went in motion, many expatriate teachers either left the country for neighbouring Zimbabwe, South Africa or simply retired.

The Zambian government therefore began to recruit teachers from other countries. Some came from African countries such as South Africa while the rest came from overseas countries such as New Zealand, India and Britain. Those from the UK came under the overseas Development Agency (ODA) programme. Most expatriate teachers came to fill vacancies at the Junior and Senior Secondary levels in their subject areas of specialization. The trend of recruiting teachers continued during this period. In fact between 1964 and 1975 there were more expatriate teachers than Zambians. In the mid-1970s the numbers of expatriates teachers began to decline as those of the Zambian teachers rose.

Teacher education and the Teaching Profession During the Second Republic

As we have mentioned earlier when we discussed teacher education between 1964 and 1975, the aim of this kind of training was to increase the output of teachers that would man the primary and secondary sectors of education. This was in view of the government's policy of increasing enrolments at these two levels. Another factor that we have to take into account was the need to lessen dependency on the recruitment of foreign manpower. According to the government's policy of Zambianisation these institutions had to be run by locally trained teachers. The stress on this policy was also due to the understanding that the use of local manpower would entail that those that taught and worked in Zambian schools were people who knew, understood and appreciated the local problems and would therefore provide realist answers to most of the impending questions and problems.

We observe that in 1976 there were 13 Teacher Training Colleges in the country. In 1990 the number of colleges had risen to 15. This number included 10 Primary School Teacher Training Colleges, 2 Secondary School Teacher Training Colleges, 1 In-Service college, 1 Technical Teacher Training College and also 1 College for Teachers of the Handicapped. The breakdown of these colleges can be shown as follows (Ministry of Education Annual Report, 1976):

1. Primary Teacher Training Colleges By 1978

<u>College</u>	<u>Province</u>
Charles Lwanga Teacher Training College	Southern Province
Chipata Teacher Training College	Eastern Province
Kasama Teacher Training College	Northern Province
Kitwe Teacher Training College	Copperbelt Province
David Livingstone Teacher Training College	Southern Province
Mansa Teacher Training College	Luapula Province
Mongu Teacher Training College	Western Province

Mufulira Teacher Training College	Copperbelt Province
Malcolm Moffat Teacher Training College	Central Province
Solwezi Teacher Training College	Northern Province

2. Secondary Teacher Training Colleges

<u>College</u>	<u>Province</u>
Kwame Nkrumah Teacher Training College	Central Province
Copperbelt Secondary Teacher Training College	Copperbelt Province

3. Other: Primary and Secondary Teacher Training Colleges

<u>College</u>	<u>Province</u>
National In-Service Training College	Lusaka Province
Luanshya Technical and Vocational Training College	Copperbelt Province
College for Teachers of the Handicapped	Lusaka Province

We observe that by 1975 the number of Primary Teacher Training Colleges had been eight. Solwezi and Mansa Teacher Training Colleges, perhaps the most recent ones, were under construction by this date. However, owing to the urgent need for teachers at that time, Mansa Teacher Training College opened in 1976 in temporary buildings while construction work continued at the main campus until a year later in 1977 when the college was built between 1975 and 1979. When it finally opened in 1979 construction work on some of the buildings was also still incomplete.

In accordance with the government policy of maximising the production of teachers, much work was undertaken to make extensions to a number of colleges. This was done in order to increase the capacity of some of these colleges so that they could at one time enrol at least 500 students instead of the 300 that had been envisaged. The colleges where extension work was underway since 1975 were Kitwe Teacher Training College, Copperbelt Secondary Teacher Training College, Kwame Nkrumah Teacher Training College, David Livingstone Teacher Training College, Mongu

Teacher Training College and National In-Service Training College. Work at the Mongu Teacher Training College involved expansion of the college to accommodate men while that at the NISTCOL involved mainly the construction of staff houses. At the rest of the colleges we have mentioned the work involved expanding the colleges to allow them to admit more students than envisaged earlier as we have already seen.

By 1978, Kitwe Teacher Training College, COSETCO, Nkhrumah Teacher Training College and the NISTCOL had reached a stage when they could take in students to full capacity. The only drawback were the incomplete houses for lecturers at the NISTCOL. The other set of colleges: Mongu, Mansa, Solwezi and David Livingstone Teacher Training College could also enrol students to full capacity by 1978, although much work continued to be undertaken with regard to the expansion programme. Earlier in 1977 the TVTC was completed.

Teacher training college enrolments were on the average reasonably high between 1979 and 1988. However, apart from the year 1985, the average output tended to decline. This means that the intended targets for teacher production were not being met during this period. The table below shows enrolment and output numbers of students at teacher training colleges between 1979 – 1988 (Fourth National Development Plan, 1989: 303).

Enrolment and output 1979 – 1988

<u>YEAR</u>	<u>ENROLMENT</u>	<u>OUTPUT</u>
1979	4406	2478
1980	4445	2194
1981	4485	2237
1982	3843	2273
1983	4304	1849
1984	4653	1866
1985	4549	3798

1986	4545	2189
1987	4164	1929
1988	4605	2212

It would appear the low output in spite of the relatively high enrolment could be attributed to a number of factors during this period. There was the natural attrition rate of students that could not make it at the examinations. Some students left on their own volition to pursue other courses or seek employment outside the teaching profession. Female students who became mothers while at college also left the institutions. The problem of dropouts also applied to the University of Zambia students in the School of Education. Perhaps there the main reasons could have been due to being redirected after failing in certain courses and the students' own wish to leave the University to go and work or study elsewhere. The reason of motherhood did not seem to apply. Partly as a result of the reasons we have given the primary and secondary schools continued to face staff shortages during this period. The largest imbalance between Zambian and Expatriate numbers of teachers was in the secondary school sector where the number of expatriate teachers was relatively high but not higher than that of Zambian teachers between 1975 and 1990.

The first and second Republic Government never had a serious and well-defined policy for retaining highly trained manpower. This ambivalence in approach to teachers' and lecturers' conditions of service has had a profound effect of uncertainty on the teaching cadres, forcing most of them to leave for greener pastures.

Throughout the development of teacher training colleges during these period, other problems of a general nature tended to stifle well intended programmes. Some of these were the perpetual lack of funds for running and even initiating certain programmes and the shortage of infrastructures such as water and accommodation for students. In spite of these problems the state had shouldered the whole burden of providing free education over the years.

ACTIVITIES



1. State and discuss the problems that the education sector in Zambia faced at independence. What were the immediate priorities that the UNIP government set to remedy such problems?
2. Explain the achievements and shortcomings in technical and vocational training during the first and second republics of Zambia.
3. Identify the Human Resource Development problems at the time of independence in Zambia and the strategies adopted to address them.
4. With specific examples, account for the rapid expansion of primary education after independence. Owing to the rapid expansion, discuss the problems that arose and how such problems were solved.
5. Discuss the state of secondary education in Zambia at the time of independence and the strategies adopted to address them.

F: Education Reforms and Innovations

The need for educational change

During the first and second republics, attempts were made by the UNIP Govt. to reform the education system.



Definitions

Before you read this part, get a piece of paper and define the following terms: Change; innovation and reforms. We have no doubt that you defined these terms correctly. Now you can continue reading the following passage.

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. **Reforms** on the other hand refers to large scale changes in education or practice, methods or content or structure or organisation, while **innovations**: are small scale changes in education practice or methods, content or structure or organisation.

Why change: Reasons for Change

In the 1960s the education 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.

Factors Leading to Educational Reform Movement in the 1970s

Globally, extensive efforts were made to reform or re-organise the existing educational structures:

- ✓ To modernize teaching methods and contents
- ✓ A number of external events triggered the key educational reforms
- ✓ 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. As such 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
- ✓ 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.

We can see from the above that the factors leading to educational reforms in Zambia were due to the misgivings about the education system as well as the social concerns raised by people as discussed in details below.

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.
- 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.
- 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.
- There was need to give expressions in schools to new national ideologies (Humanism).
- The quality of education declined and 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, and acquisition of life skills, desirable attitudes, sound values, appreciation and love for one's culture.
- 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.

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 equalized for all? How community participation and involvement in education was to be achieved? How to promote self-reliance? How to maintain an equilibrium between modernization and traditional values? How to develop a system based on cooperation and not competition?

Some Social concerns about the System:

- Increasing unemployment-no jobs for primary school leavers in urban areas, few training facilities
- The education 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.
- 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.

Activity



1. In your own words, explain why it was necessary to reform Zambia's education system in the 1970s?

G: The 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 Education 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.
- Govt desired to use the locally available expertise without relying on expatriates from USA and Britain to promote nationalization.

In order to reform the education system from an informed point of view, the government sanctioned a number of study groups 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 education system 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 education, such as adult education, decentralization of primary education to local authorities, teacher education and production units. 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.

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, [anyone who knows must teach]
- 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
- Mass Media (TV and Radio) conducted information campaigns to engage the public.

This 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. Unfortunately, the 1976 education for Development draft proposal was **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?**

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. What were some of the contents of this new policy document?

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 **emphasized** the following:

- Quality and relevance of education through curriculum reform
- Productive work in school to serve educational objectives
- 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 emphasized among other things.

Like any other policy document, the education reforms policy documents, had both strengths and weaknesses as below:

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

- **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 following were the weaknesses of the said policy document:

- 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.
- 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.

The implementation of the 1977 education reforms were not **successfully** done. **What do you think were the reasons for the Failure? The following are some of the reasons:**

- 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.

In concluding on this topic we can make the following remarks:

The 1977 education reforms were a people driven policy. They reforms were more incremental (gradual) than radical. They however reflected the will and aspirations of the elite to ensure that education standards were in line with the British institutions. The 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.



Activity

1. Compare and contrast the contents of the 1976 education for development draft statement and the 1977 education reforms and recommendation policy documents.
2. From your opinion, which of the two documents could have better transformed Zambia and why?

G: Educational Developments from 1978 -1991

Having looked at the process and contents of the 1977 educational reforms, let us turn our attention to the educational developments which took place in Zambia between 1977 and 1991. Note that a number of developments in the education sector took place in the period under consideration. **Can you think of any of these developments?**

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 and 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:

- i. **Third National Development Plan (1979-1983),**
- ii. **Interim National Development Plan (1987),**
- iii. **Fourth National Development Plan (1989-1993) and**
- iv. **Educational Reform Implementation Project (1986).**

I. The Third National Development Plan

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** and 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
- 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.
- 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.
- 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.
- 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.

Having looked at the developed plans, it should be noted that the overall objectives of the FNDP were implemented through the adoption of three strategies: qualitative, quantitative and cost-effective strategies. Recall that the 1977 educational reforms were not adequately implemented and as such in the late 1980s attempts were made to implement some of the pertinent provisions of the said first nation policy Document through the ERI Project as discussed below.

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**. 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.
- 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.

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. Government 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. In 1990, Zambia attended the WCEFA which took place in Jomtien, Thailand. 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** of the declaration 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. 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 and that it 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.

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.

In a nutshell there were the developments which took place in the education system between 1977 and 1991. We see that during this period attempts were made to implement some of the important reforms contained in the policy document therein. The focus was on promoting equity of access to

education as well as expanding access to primary education while promoting cost sharing at the secondary and tertiary educational level.



Unit Summary

This unit tried to give a historical sketch of the development of education in Zambia during the first and second republics. It stressed on areas that are well-known in the organisation of education such as primary, secondary, teacher education and technical and vocational training. It noted how the government of the newly independent state of Zambia invested in education at all levels in order to provide the country with educated and trained manpower with a view to developing its citizens. It placed much emphasis on academic education, but also came to recognize the significance of technical and vocational training, which was so indispensable to the maintenance and development of Zambia which depended so much on its mining sector.

This unit has also helped as to understand and appreciate the various education developments which took place in Zambia between 1964 and 1991. The unit has helped as to see the initial status of our education system at independence as well the different measures and policies which the government tried to put in place to develop the education system. The education system was at the centre of the UNIP government's agenda for development. As a result a number of measures were put in place to ensure that education system was more relevant and responsive to developmental needs of the newly independent state. We have also seen that the government tried to promote both access to and the quality of education in the country.



Self-Assessment Exercise

1. Identify the problems that Zambia encountered after 1964 and explain the policy measures that were put in place to counter them?
2. Describe the development and growth of teacher education and teaching profession in Zambia between 1964 and 1991?

3. Why was technical and vocational training the most undervalued in the first republic of Zambia and what measures were put in place to develop the sector?
4. Explain why the 1976 education for development draft statement was rejected?
5. Analyse the attempts that were made to implement the 1977 education reforms in the late 1980s in Zambia?

MODULE SUMMARY

We hope that as you studied this module, it helped you understand the educational developments in Zambia from Pre-Colonial times. It also helped you have an overview of how Formal education has developed Zambia. The content in this module gave you an insight of all educational processes which Zambia has gone through. In the next module, you will be study the educational development in the Third Republic and other cross-cutting issues in education. The next module will also help you understand the financial challenges Zambia has gone through and its impact on the education sector.

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