

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES**  
**EDU 1010: EDUCATION AND DEVELOPMENT IN ZAMBIA**  
**CONTINUOUS ASSESSMENT FOR 2020/21 ACADEMIC YEAR**

**TUTORIAL DISCUSSION QUESTIONS – TERM ONE**

QUESTIONS	NAMES OF PRESENTER[S]
1. Class Discussion: Major Components of an academic essay; What is involved in academic reading and writing; Reading and Writing Skills [, scheming, scanning, creative, critical and logical analysis skills e.t.c] Referencing, Plagiarism, and many other aspects.	
2. Define traditional education and critically analyse the strengths and weaknesses of each of its five elements.	
3. Although the British South African Company (BSAC) neglected the provision of education to Africans between 1980 and 1924, they must be credited for the future development of a formal system of education for Africans in Northern Rhodesia. Discuss.	
4. “If it were not for the missionaries, White settlers, and the British South African Company (BSA.Co), formal education would not have evolved in Zambia.” Discuss	
5. Discuss the impact of the Pim Alan Plan on the provision of education in Northern Rhodesia between 1939 and 1945. In what ways are the themes in this plan still reflected in the current education policy and practice in Zambia?	

6. Discuss the development and challenges of education during the pre-colonial period in Northern Rhodesia from 1883 to 1924.	
7. What were the weaknesses of the education system in Zambia between 1924 and 1975? Show how the concept of ‘basic education’ as one of the provisions of the 1977 education reforms, attempted to address those weaknesses.	
8. Identify and discuss the importance of the three (3) stages of teacher education in Zambia.	
9. Account for the factors that precipitated the 1977 Educational reforms and discuss how they influenced the provision of education in Zambia’s second Republic.	
10. Compare and contrast the content of the ‘Education for Development’ and the ‘Education Reforms and Recommendation’ policy documents.	
11. Outline the educational priority areas of the Education Reform Implementation Project (ERIP) of 1986 and justify the importance of this project in implementing the 1977 educational reforms in Zambia.	
12. With the aid of practical examples, discuss the evolution and development of Technical and Vocational Education in Zambia between 1964 and 2020.	
13. Discuss with examples the educational developments which have taken place in Zambia’s education system from 1991 to 2020. What have been the weaknesses of Zambia’s education system and how can they be overcome.	
14. Identify and discuss the Human Resource Development problems that the Zambian society faced at independence. What strategies were employed to address such problems?	

15. Account for the factors responsible for high poverty levels in Zambia and explain how education can be used as a panacea to overcome poverty in the country.	
16. What do you understand by the concept of decentralization? Citing practical examples, discuss the institutional roles, functions, and relationships in a decentralized education system.	
17. Highlight factors that have led to globalisation and discuss the implications of globalisation to Zambia's education system.	
18. Highlight the development of policy towards partnership in Zambia from 1966 to 2020. In your assessment, evaluate the prospects for greater cooperation in educational provision in Zambia today.	
19. Compare and contrast government policies on partnership in education provision between the second and third Republics in Zambia.	
20. Health, Gender, HIV/AIDS and Covid-19 have been cited as cross-cutting issues in the provision of quality education." Discuss the above statement, giving practical examples of how the four can impact negatively the provision of quality education and suggest possible solutions for each one of them.	
21. Discuss the causes and effects of corruption in education. What measures should a country, like Zambia, take to reduce corruption in the education system?	
22. Define the concepts of 'elitism' and 'meritocracy' and discuss their manifestations and impact on education policy and practice in Zambia.	

**NOTE:**

- **TUTORIAL ATTENDANCE IS COMPULSORY AND EACH STUDENT IS EXPECTED TO MAKE ATLEAST ONE ORAL PRESENTATION.**

- THE PRESENTATION PAPER MUST BE SUBMITTED TO THE TUTOR FOR MARKING.
- TUTORIALS CONTRIBUTE 5% OF THE TOTAL CONTINUOUS ASSESSMENT

PREPARED BY:

MR. K. MWELWA

EDU 1010 COURSE COORDINATOR

9<sup>th</sup> MARCH, 2021