International Bureau of Education

THE DEVELOPMENT OF EDUCATION

NATIONAL REPORT OF ZAMBIA

BY

THE MINISTRY OF EDUCATION

APRIL 2000
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INTRODUCTION

This report on the development of Education in Zambia was compiled following a request for national reports on the development of education between 1990 to 2000 by the International Bureau for Education.

The Ministry of Education has been determined since 1990 to increase access to education and to improve its quality in accordance with the needs of the Zambian Society. This report discusses the variety of measures taken by the Government in order to reform education.


The report highlights the trends in the Zambian education system, which indicate that there has been substantial quantitative increase in education access with the construction of more schools and the rehabilitation of others.

Access, however, has been characterized by deficiencies or gaps at different entry levels; grade 8 and 10. In line with the concept of liberalization, progress is being made to strengthen the weak education management structure through decentralization by introduction of Educational Boards in order to allow for greater community participation in education.
ACKNOWLEDGEMENT

We express our sincere gratitude to all members of the Committee who contributed to the compilation of the report. The following persons are thanked:

1. Mr. Henry J. Msango – Senior Lecturer, School of Education – University of Zambia.
2. Mr. G. Mwale – Director, Zambia National Commission for UNESCO.
4. Mrs. F.M Chinanda – Programme Officer for Education – Zambia National Commission for UNESCO.
5. Miss Mary Lungu – Principal Curriculum Specialist – Curriculum Development Centre.
6. Mr. I. Imbuwa – Department of Science and Technology.
7. Mr. Charles Subulwa – Lecturer – University of Zambia.
1. THE EDUCATION SYSTEM AT THE END OF THE 20TH CENTURY: AN OVERVIEW

1.1 MAJOR EDUCATION REFORMS AND INNOVATIONS 1990-2000

(a) The Legal Framework of Education.

Despite several changes, which have occurred during the past three decades, the Education Act of 1966 continues to set the basic framework for the system. The Act has not been comprehensively reviewed to cater for the changes and developments that have occurred. Below are the levels of Zambian education system:

(i) Early Childhood Education
(ii) Basic Education
(iii) High School Education
(iv) Tertiary

- **Early Childhood Education**
  - no legal framework

- **Basic Education**
  - Education Act of 1966 including various subsequent statutory instrument.

- **High School Education**

- **Tertiary Education**

* There is a legal framework for provision of education for all but pre-school level.
(b) The Organization, Structure and Management of Education System.


The current education system as outlined in the 1996 National Policy document is highly centralized with hierarchical decision-making procedures that run from the national headquarters to provincial, district and institutional levels.

Page 5 and 5/1 illustrates the organization structure and management of the present education system.
The core functions of the Ministry of Education are:

- Recruitment, appointment, confirmation, promotion, retirement and disciplining of staff is characterized by rigid bureaucratic procedures.
- All major decisions concerning personnel are dealt with by the Teaching Service Commission.
- The excessive centralization of power and authority is accompanied by over-reliance on civil service procedures that have severely compromised efficiency in all operational areas of the education system.
- Due to the unclear chain of command, (reflected in diagram) adequate supervision and performance criteria have been lacking at the points of delivery.
- The structure for planning and performance monitoring are deficient.
- To remedy the situation portrayed above, the Zambian government has decided to decentralize, restructure and improve all aspects of management systems in education.

Since 1997 attempts are being made to decentralize the system into provincial, district, college and secondary school education boards. The Copperbelt province has been piloting the scheme.

The Diagrams (ii) and (iii) outline the proposed structure of the Ministry of Education.
## (ii) Indicative Core Organization Structure of the Ministry of Education

### Appendix A

![Diagram of the Ministry of Education's core organization structure]


<table>
<thead>
<tr>
<th>Planning &amp; Information</th>
<th>Standards &amp; Curriculum</th>
<th>Teacher Education and Specialized Services</th>
<th>Human Resources &amp; Administration</th>
</tr>
</thead>
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<tr>
<td>1. To formulate, analyze and review educational policies within the framework of national development policies</td>
<td>1. To develop a relevant diversified curriculum for pre-school, basic, high school, teacher education and distance learning</td>
<td>1. To facilitate and provide non-segregative education and training</td>
<td>1. To develop and manage human resources.</td>
</tr>
<tr>
<td>2. To plan, provide and coordinate the delivery of education at all levels.</td>
<td>2. To develop, provide and approve educational materials.</td>
<td>2. To promote community participation in the provision of education.</td>
<td>2. To promote and strengthen communication between the Ministry of Education and the community.</td>
</tr>
<tr>
<td>3. To facilitate the building rehabilitation and maintenance of educational infrastructure.</td>
<td>3. To assess and evaluate teaching and learning</td>
<td>4. To control the quality of education in all levels of education delivery.</td>
<td></td>
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</table>

### Distance Learning

1. To facilitate and provide education to the disadvantaged and vulnerable in the community.

2. To promote literacy, distance learning and reading culture in the nation.

### Accounts and Audit

1. To mobilize and manage financial, material and resources through appropriate institutions and decentralized system.

2. To increase access to education for all Zambians.
• The Ministry will decentralize and dissolve power, authority and the relevant functions from national and provincial headquarters to the districts, colleges and schools.

• Within the decentralized system, Ministry headquarters will retain responsibility for key national functions like:

  - Making legislation.
  - Policy formation.
  - Planning.
  - Resource mobilization and allocation.
  - Developing a national curriculum.
  - Setting standards and evaluation.
  - Collecting and analyzing data and
  - Providing effective mechanisms for accountability at different levels.

• The existing organizational structure of the Ministry of Education will be changed so that the restructured ministry may

  (a) be more responsive to the changing needs and requirements of society and
  (b) improve its operational efficiency and effectiveness.

(c) (i) Evaluation Policies

The Inspectorate is tasked to ensure quality of education through the examination of major curriculum areas and materials such as school resources and staffing levels, examination and assessment impacts, pre-service and in-service training programmes, and important organizational features or management.

This information which the Inspectorate collects and ensures that schools adhere to is finally used to provide benchmarks for our going policy development in education.

The Planning Unit of the Ministry of Education is responsible for designing instruments to capture educational data, collect the data and then analyze it for the purpose of refining educational policies.

The collected data also forms a premise for making important policy decisions. However, there have been constraints in the collection and analysis of educational data due to constraints in limitations in human resource development, finance and access to schools.
(c) (ii) Methods and Instruments

- In 1999 the National Assessment of learning achievement in Grade 5 was commenced and the report was published in 2000.
- Monitoring and Learning Achievement (MNLA) Report of 1999 assessed achievement among Grade 4 pupils.

(d) Objectives And Characteristics Of Current And Forth Coming Educational Reforms

Main Education Reform

- From 1990 to 2000 the main education reform has been liberalized of the education system.

Objectives/Aim

- Increasing access- (enrolments).
- Improving learning achievements.

Characteristics

Characteristics of liberalization are:

- Decentralization.
- Equality and equity.
- Quality.
- Partnerships and accountability.

1.2 MAJOR EDUCATIONAL ACHIEVEMENTS 1999 – 2000

(a) Access

At this point of entry in Grade 1, since 1990 sufficient capacity appears to exist in the system to admit all eligible children, that is all 7 year olds.

The total grade enrolment consistently exceeds the number of 7-year-old children in the population.
### Admission to Grade 1, 1990 & 1996

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td>1990</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 year-old population</td>
<td>114,828</td>
<td>115,927</td>
<td>230,755</td>
</tr>
<tr>
<td>Grade 1 enrolment</td>
<td>131,075</td>
<td>107,445</td>
<td>238,520</td>
</tr>
<tr>
<td>Apparent admission rate (%)</td>
<td>114.1</td>
<td>92.7</td>
<td>103.4</td>
</tr>
<tr>
<td>1996</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 year-old population</td>
<td>116,312</td>
<td>111,195</td>
<td>227,507</td>
</tr>
<tr>
<td>Grade 1 enrolment</td>
<td>125,235</td>
<td>122,039</td>
<td>247,274</td>
</tr>
<tr>
<td>Apparent admission rate (%)</td>
<td>107.7</td>
<td>09.7</td>
<td>108.7</td>
</tr>
<tr>
<td>1996</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 year-olds in school</td>
<td>55,0044</td>
<td>59,174</td>
<td>114,218</td>
</tr>
<tr>
<td>Admission rate for 7 year-olds (%)</td>
<td>47.3</td>
<td>53.2</td>
<td>50.2</td>
</tr>
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### Progression

Progression in the school system throughout the country is subjected to qualifying examinations at Grades 8 and 10 levels.

Persistence in the school system is affected by various factors such as cost-sharing measures, distance from school and socio-cultural and economic factors.

### (b) Equity in Education

There are still inequities in education provision in terms of gender imbalances rural/urban, poor/rich and people with special educational needs.

However, with regard to gender, the situation on girls’ education has changed with introduction of such programmes as the Programme for the Advancement of Girls’ Education (PAGE) and the Forum for African Women Educationlists in Zambia (FAWEZA).
There is also the concept of inclusive schooling and the emergence of community schools all over the country both of which have tried to address the equity issue.

Another achievement in equity is the introduction of a community based interactive radio programme targeting children who have never been to school. The interactive radio learning programme was launched in February 2000.

(c) Quality and Relevance of Education

Quality of education has improved due to:

- Improved in-service training of teachers through the introduction and use of resource centres at national, provincial, district and zonal levels.
- Improved pre-service training of teachers by pegging college entrance qualifications to 5 ‘O’ levels one of which must be English language; re-stocking teacher training colleges with resources that facilitate the production of teaching and learning materials; introduction of a Bachelor of Primary Education Degree programme at the University of Zambia; introduction of Zambia Teacher Education Course (ZATEC) in 1998 in which is one year college and one year school based teacher training programme to maximize production of trained teachers for an expanding education system.
- Introduction of a three year Education Management Training.
- Introduction of a three months Education Management Training Programme (EMT) which lasted three years from 1995 to 1998. All Head teachers of basic schools (about 4,000) and about 400 Senior Education Managers in the whole education system were given managerial training in order to uplift and enhance quality in the provision of education.
- Introduction of a curriculum framework which responds to society’s needs by incorporating the following:
  - Increasing actual learning time in schools.
  - Promotion of basic literacy and numeracy as a priority in basic education.
  - Localizing the curriculum and introduction of life-skills of various categories in the learning process.
- Introduction of the Primary Reading Programme (PRP) in 1999 whose aim is to help Zambian teachers to ensure that primary school children learn to read and write fluently and effectively across the curriculum. To achieve this objective initial learning in schools at least up to the end of grade one is done through the mother tongue or first language.
(d) Participation by Society in Changing Education

The process of education change in the area of reforms has the participation of the society. This helped the stakeholders to have an input in the content of the curriculum for quality and relevance.

- At the time of formulation of the National Education Policy, the stakeholders have an input. The document was circulated widely for comments.
- However, in areas such as the introduction of ‘A’ levels, there was low involvement of stakeholders and this resulted in criticism and misconceptions on the programme.
- People argued that the introduction of ‘A’ levels would lead to elitism which might widen the existing gap between the “haves and “have nots”.

1.3 LESSONS LEARNT

The government has learned that the programme approach is far much more superior to the project approach.

The Project Approach

The project approach lacked accountability, sustainability and was personalized. The project approach was characterized and encouraged allergency to the project-funders as opposed to the government.

The programme approach, which is now adopted to implement the BESSIP Programme of Ministry of Education, has brought about continuity in implementation and working in an integrated manner with other ministries, organizations and other stakeholders.

Difficulties

A major difficult with the programme approach has been for the stakeholders to come to a consensus in the implementation as they come for different backgrounds in different implementation procedures and expectations.

1.4 PROBLEMS/CHALLENGES

1. Inadequate infrastructure and school places.
2. Inadequate capacity with human, material and financial resources.
3. Resistance to change and fear of the unknown.
4. Over cautions and fear of spending financial resources.
5. Problems of multi sectoral approach arrangements.
6. Lack of consensus over certain important issues resulting in delay to implement.
7. Donor dependency syndrome.
2. EDUCATIONAL CONTENT AND LEARNING STRATEGIES FOR THE 21ST CENTURY

2.1 CURRICULUM DEVELOPMENT PRINCIPLES AND ASSUMPTIONS

Decisions concerning curriculum issues are made at various levels namely national community, school and classroom levels. The decisions at national level are made by the Government. Whenever change has to be made to the curriculum, the Government issues directives to make that change possible.

The community makes decisions concerning the content of the school curriculum. The school makes decisions on what is to be taught in the school and on the co-curricular activities. At classroom level, the teacher makes decisions on the content. The learner is not involved in the selection of content. However, at High School level, the learner makes decisions on what subjects to take.

(a) The Decision-making Process

Decisions about curriculum issues are made by the Ministry of Education. The Curriculum Development Centre implements the decisions made by the government. However, various stakeholders in the country are involved in the decision-making process.

The Curriculum Development Centre carries out its functions of implementing decisions on curriculum issues and evaluation through various committees.

Each subject area has a curriculum committee, which advises on matters concerning its subject area throughout the school curriculum from Grades 1 to 12.

The Curriculum Committee also approves the instructional materials in the subject. Each subject Curriculum Committee has representation from Inspectorate, Examination Council of Zambia, teachers from the field, the University of Zambia, institutions or industries relevant to the subject, Teacher Education and other subject experts.

Under the liberalized system, the Curriculum Development Centre as well as individuals and publishers develop instructional materials for use in schools. All educational materials have to be evaluated and approved at the Curriculum Development Centre.
The evaluation of instructional materials is done through the Book Approval System coordinated by the Research and Evaluation Department at the Curriculum Development Centre. In case of textbooks, three independent persons, evaluate the same book using specified criteria. The recommendations from the evaluators are presented to the relevant Book Evaluation Committee for approval. The Book Evaluation committees are sub-committees of the Sub-committees of the subject Curriculum Committee whose function is to approve or recommend books for use in schools.

Evaluation of the curriculum and curriculum materials is the responsibility of the Curriculum Development Centre through the Evaluation and Research Department. The quality of the curriculum and curriculum materials is monitored by the Research and Evaluation Department. The department also undertakes research on matters pertaining to curriculum.

The Curriculum Development Centre utilizes several modalities to implement the decisions made by the Government concerning curriculum issues. These include conducting curriculum reviews, conducting research and piloting.

There is an in-built consultative mechanism in the curriculum development process during a curriculum review exercise at the Curriculum Development Centre. This ensures that the views of the society concerning curriculum issues at the time of the review are incorporated in the new curriculum. Consensus is also during the process.

The curriculum review begins with a national symposium where various stakeholders meet to express their views on the curriculum. These views are articulated by specialists in technical committees at workshops. The end results of this process are the draft syllabuses. The revised draft syllabuses are presented to the stakeholders at a second national symposium. The draft syllabuses are examined to check whether the curriculum issues raised in the first symposium have been taken care of. The syllabuses undergo further scrutiny by relevant institutions and various subject curriculum committees. Finally, each syllabus is approved by the appropriate curriculum committee.

According to the policy of the Ministry of Education, the curriculum is reviewed constraints; the reviews have not been regular in the last ten years.

In addition, the Curriculum Development Centre reviews the curriculum whenever new issues arise. This was the case with civics education, which was reviewed in 1995, and the integration of environmental issues.

Piloting is one way by which the decision-making process is achieved.

The use of Zambian languages for initial literacy was piloted in the Northern Province under Breakthrough to “Icibemba”.

The results of this pilot are being used in the Primary Reading Programme.
The Curriculum Planning and Design

The Ministry of Education defines the school curriculum as a specification of the desired knowledge, competencies, skills, values and attitudes which school children in Zambia need to achieve. The curriculum includes an overall plan of how the schools are to achieve these goals, detailing syllabi, time tables, recommended textbooks, examination requirements and any other things affecting teaching and learning.

The Curriculum Development Centre prepares a national curriculum for each educational level.

Pre- Primary

Early child hood education is offered by private organizations, communities and individuals, few children go through pre-school.

The Ministry of Education recognizes the importance in the development of a child’s social, physical, mental and emotional capacities. The Ministry influences what goes on at pre-primary level through the development of curriculum materials and the training of teachers for that level.

The Curriculum Development Centre develops the syllabus for training teachers for pre-school. The instructional materials to accompany the syllabus have also been developed. The pre-school syllabus was reviewed in 1995. A teacher’s manual was developed with the Pre-school Association of Zambia. The manual contains activities for the children.

The Ministry’s concern in the last ten years has been the establishment of early childhood programmes for children living in rural areas and poor urban areas. The Ministry resolved to work with partner ministries, district and urban councils, local communities, non-governmental organizations, religious groups, families and individuals in order to increase access at this level.

Basic Education

The Government through the Ministry of Education makes decisions about curriculum issues at Basic Education level.

The community has input in the decisions about curriculum issues.

The Basic Education Curriculum Review, which began in 1993 and was completed in 1996, demonstrates a strategy in which the community was involved in the decision-making process at this level.
The review began with a national symposium where issues of national concern were identified for inclusion into the school curriculum. This was followed by articulation of these issues by technical committees and the development of syllabuses that took care of these concerns. A second national symposium was held to report back on the changes that were effected in the syllabuses.

Later, the syllabuses were scrutinized and approved through special curriculum committees. The Curriculum Development Centre undertook orientation activities in the country for inspectors and teachers to make them aware of the requirements of the new syllabuses.

Teaching and learning materials such as pupil’s textbooks, teacher’s guides and charts were prepared based on the revised syllabuses.

The issues of national concern were population education, environmental education, and drug education, HIV/AIDS, education for democracy and human rights.

The review of the civics curriculum was done in order to reflect the democratic ideals of the Zambian society ushered in 1991. The review process resulted in the development of a new syllabus for civics at Grades 8 and 9 as well as pupil’s books and teachers’ guides for the same level.

Another major curriculum reform at Basic Education level is underway. This began in 1998 at primary school level.

The reform began with various research studies to identify problems pertaining to the school curriculum, elucidation of educational aims and objectives and identification of relevant content and subject matter for that particular level. The results of these studies were widely disseminated to public through various fora and media.

The suggestions from the studies and the changes required of the school curriculum as reflected in the Education Policy document, Educating Our Future have been incorporated into the Basic School Curriculum Framework. The Basic School Curriculum Framework document was published in December 2000.

The prominent features of the new curriculum are:

- More learning time.
- Concentration on fewer subjects.
- Emphasis on development of basic literacy and numeracy.
- Grouping of subjects into subject areas.
- Localized curriculum.
- HIV/AIDS.
- Life skills.
- Outcomes-based curriculum.
- Continuous assessment methods.
Secondary Education/High School

Decisions concerning curriculum issues are made at national level by the Government through the Ministry of Education and the decisions are implemented by the Curriculum Development Centre and the Examinations Council of Zambia.

In the early 1990’s, the Government decided to localize the Grades 10 to 12 curriculum. Previously, High School followed syllabuses prepared at Cambridge in the United Kingdom. In addition, candidates sat for examinations set and marked in the United Kingdom.

The decision to localize the Grades 10 to 12 syllabuses was followed by the formation of Subject Technical Curriculum Committees by the Curriculum Development Centre for this level. A development team was constituted for each subject to develop the syllabus in that subject. The team identified the content and objectives for each content. The team also developed a scope and sequence chart for each subject.

Once the syllabuses were developed they were presented to the Technical Curriculum Committees for each subject. The draft syllabuses were also sent to various educational institutions such as the university and colleges for their input before being presented to the Curriculum Committees.

After the syllabuses were approved, pupil’s textbooks and teachers’ guides were developed by the Curriculum Development Centre through writing teams. The developed materials were evaluated through an internal evaluation system in the evaluation department at Curriculum Development Centre.

The syllabuses and instructional materials have been distributed to schools and examinations have been set based on the localized syllabuses.

Concern for inclusion of Environmental Education at High School level, led to the revision of the syllabuses in all subjects in the year 2000. The financial support for this activity came from the Ministry of Environment.

The Ministry of Education decided to integrate environmental issues into the school curriculum at High School level. The Curriculum Development Centre implemented the decision and revised the syllabuses. The work was done through development committees and presented to Curriculum Committees for each subject.

The Examinations Council of Zambia is expected to set examinations based on these revised syllabuses.
Non-formal

Non-formal and distance education programmes at Basic Education and High School levels also follow the same curriculum used in formal education. However, the skills training at schools for continuing education follow modules prepared by the department of technical and vocational education.

(c) Teaching and Learning Strategies

Methods used in Teaching and Learning

There is a wide range of teaching and learning strategies used in Zambia. These include discussions, investigation, experiment, project work, field work, demonstration, inquiry, problem solving, brain storming, research, drama, role play, theatre, reflection and debate.

A pupil-centered approach to teaching and learning is emphasized for both primary and secondary levels.

At Lower Basic and Middle Basic levels, teachers are encouraged to use a wide range of teaching techniques that promote active pupil participation and class interaction, in particular methods which encourage learners to reflect, think and do rather than merely reproduce from memory.

Since learning is not merely the acquisition of knowledge, pupils at Upper Basic level are provided with opportunities to develop the skills to analyze, synthesize, and evaluate and to think critically, rationally and creatively.

For both the Middle Basic and Upper Basic levels, the Ministry of Education has promoted the use of a variety of teaching strategies with a focus in stimulating learning through inquiry, guided-discovery, problem-solving, application and activity-based teaching and learning methods.

The Ministry of Education through the Curriculum Development Centre has produced relevant instructional materials, which suggest the teaching and learning strategies for use in schools.

Following the Curriculum Review of 1993 for Basic Education level (Grades 1 – 9), syllabi were developed. In addition, pupil’ textbooks and teachers’ guides were also developed. These have been distributed to all schools and provincial offices.

The Curriculum Development Center developed a teachers’ manual on teaching and learning methods used in Population Education. The manual was printed in 1995.
There are available a wide range of teaching/learning methods for population education. Those methods that are learner-centered which emphasize maximum learner participation and learning by doing are encouraged.

Among such methods are issue-based studies, problem-solving, open-ended discussions, project work and inquiry. Population Education advocated the use of teaching/learning methods for specific purposes.

For example:

- Local field surveys; to collect, record and analyze local population data.
- Group discussions; to report results and discuss findings.
- Buzz sessions; to debate different interpretations of information and results.
- Case studies; to record evidence and summaries problems.
- Simulation games; to assess the repercussions of population invents.

Population Education also emphasized values-clarification and problem solving. In population education, the task of problem-solving required skills that are important in information gathering and analysis as well as decision making skills. Pupils needed to:

- Identify issues and problems.
- Collect and select relevant information.
- Organize this information into meaningful categories.
- Analyze and judge.
- Decide upon the response for now and in the future.

Environmental education is the process of recognizing values and clarifying concepts in order to develop skills and attitudes necessary to understand and appreciate the interrelationships between humans, their culture and biophysical surroundings. It is aimed at imparting environmental awareness, ecological knowledge, attitudes, values, and commitment to actions and ethical responsibilities for the rational use of resources for sound and sustainable development for both formal and non-formal education.

Two manuals have been developed for use by teacher educators and teachers for Environmental Education. The manual for teacher educators was developed by WorldWide Fund for Nature and was published in 1999. The manuals use an interdisciplinary approach. It contains teaching/learning methods appropriate for each topic. These teaching/learning methods include:

- Inquiry methods such as investigations, problem solving about issues outside their immediate environments.
- Demonstrations using models.
- Group discussions on how human activities have affected the environment.
- Interviews.
- Drama, theatre and experimentation.
• Project work.
• Video tapes, slides, games and stimulation.
• Field trips.

The manual also contains suggested activities for use by the teacher educators.

The Curriculum Development Centre developed a manual for teachers in 2000

The teaching/learning strategies suggested in the manual are for the development of knowledge such as awareness of the environment, decision to take action to improve the environment and skills such as observation, data analysis and decision-making.

Teachers were oriented in the use of these manuals.

**PREPARATION OF TEACHERS TO IMPLEMENT AND ADAPT THE CURRICULUM**

Introduction of certain content into the school curriculum has brought in new teaching and learning strategies peculiar to that content area. This was the case with the introduction of Population Education, Environmental Education, Drug Education, and Breakthrough to Literacy HIV/AIDS. The teachers have been introduced to these teaching and learning strategies through in-service activities, training of teacher educators and by introducing special programme at pre-service teacher education level.

The syllabi and teachers manuals are developed by the Curriculum Development Centre through Curriculum Technical Committees. These documents indicate the teaching and learning strategies to be used in a particular subject. Orientation Workshops are organized for the users of these materials. The initial orientation is conducted by the curriculum specialists for Inspectors, Resource Centre Coordinators, In-service Providers at school and some teachers. These in-turn organize orientation workshops for the classroom teachers.

Each time new curriculum materials are developed, orientation workshops are conducted in order to introduce the stakeholders to the new materials and how best to use them in the classroom situation. In this way, teachers are prepared to implement and adapt the curriculum.

The Basic Education Curriculum Reform of 1998 through 2001 has gone hand in hand with the new teacher education course, the Zambia Teacher Education course (ZATEC)

The Zambia Teacher Education Course has enriched teaching and learning strategies at Basic Education level in Zambia. This is a two-year teacher education course composed of a college-based component and a school based component.
The ZATEC advocated the development of planning, teaching, evaluating and interpersonal skills. The syllabi are designed in such a way that the skills are developed in the students during the college-based year. The student teachers are given a chance to relate theory to practice during the school-based year. Team teaching is one of the important features that ZATEC has introduced to the teaching at Basic Education level.

The Breakthrough to literacy focused on the development of listening, speaking, reading and writing skills. Group work was the main teaching/learning strategy in this programme.

**b) Principles for the Development of Education**

The underlying principles of education in Zambia are as follows:

- **Liberalization:** Under a liberalized education system, the right of private organization, individuals and religious bodies and local communities to establish and control their own schools and other education institutions is recognized and welcomed.

- **Decentralization:** This involves the devolution of power from the centre to the local levels in districts and schools.

- **Equality and Equity:** There shall be access to and participation and benefit in education system to all Zambian children.

**Quality and Relevance**

All leavers should be facilitated in the attainment of the highest standards of learning through teaching of excellent quality. The type of learning offered should be relevant to the individual child’s personal needs and to those of society.

- **Partnership**

  The government will follow an education policy that encourages and strengthens partnerships in education.

- **Accountability**

  Government will ensure that effective systems are in place at national, provincial, district and institutional levels for evaluating the effectiveness and efficiency with which resources are used.
The Goals of the Education System

The Ministry of Education has set itself the following goals:

- Producing a leaver capable of upholding civic, moral and spiritual values; developing an analytical, innovative, creative and constructive mind; appreciating the relationship between scientific thought, action and technology on the one hand sustaining of the quality of life on the other.
- Increasing access to education and life skills training.
- Building capacity for the provision of quality education.
- Creating conditions for effective coordination of policies, plans and programmes.
- Rationalization of resource mobilization.

Pre-Primary Specific Objectives:

- The Ministry of Education will provide professional services to pre-primary education by training teachers, developing curriculum membership and monitoring standards.
- The Ministry of Education will collaborate with providers, partner ministries and others to develop policy guidelines for pre-primary and early childhood education.

Primary/Basic

The Ministry’s first and foremost priorities for lower and middle basic education are to ensure that pupils:

- Master essential literacy and numeracy skills.
- Acquire a set of life skills, values and attitudes that will lay a solid foundation for school leavers’ ability later on in life to cater for themselves and their families.
- Form essential life-protecting skills, values, attitudes and behaviour patterns which will enable them to lead a healthy life and sustain their environment.

Objectives of the Basic Education:

- The specific objectives for this level must take account of the need to provide such pupils with recognizable preparation for the world of work without ceasing to cater for the minority who will continue into high school.
- Pupils at this stage will be competent in using the essential learning tools of literacy, oral and written communication, basic numeracy and problem solving.
• Pupils will also have acquired basic learning content in the form of knowledge, skills, values and attitudes.

Objectives of High School Education

• The goal of high school education is to enable every pupil to become a well-educated person who is useful to society and who is adequately prepared for the furtherance of his/her education of her becoming a self-supporting worker.
• The education provided in high schools should respond to the needs of the country for individuals who are soundly grounded in communication, mathematics, science and problem solving skills. It should also respond to the needs of individuals for a range of post-school vocational choices.
• The curriculum for grades 10 – 12 will be diversified in a comprehensive and holistic way by developing several district programmes for this level of education.

Assumptions

The school curriculum is never static. A school curriculum reflects educational needs of individuals and society. Society is forever changing and human knowledge is always expanding therefore the Ministry of Education from time to time the National Policy on Education, curriculum framework, syllabi and teaching and learning materials.

Learning is for the sake of individuals as well as the society. Learning aims at developing an individual and is also a tool for society in its social and economic context.

Human Rights: Every school must teach as well as practice human rights and mutual respect and teachers share a responsibility for this.

Education Must Reflect the Past, Present and the Future: Education and upbringing involve the passing on of a Cultural Heritage; values, traditions, beliefs, customs, language, art, knowledge and skills from one generation to the next.

The Concept of Life-Long Learning: Learning starts at birth and continues into adult life.

The Curriculum Process

The curriculum process consists of five phases:

1. The selection of aims and objectives.
2. The selection of learning experiences calculated to help in the attainment of these aims, goals and objectives.
3. The selection of content or subject matter through which certain types of experiences may be offered.
4. The organization and integration of learning experiences and content with respect to the teaching and learning process within school and classroom.
5. Evaluation of the effectiveness of all aspects of phases 2, 3 and 4 in attaining the goals detailed in phase 1.

### 2.2 THE PROCESS OF CHANGING AND ADAPTING EDUCATIONAL CONTENT

The Ministry of Education may change and adapt the curriculum if:

- There is a change in government.
- A change in Teacher Education Curriculum e.g. ZARTEC.
- There is national or international demand for inclusion of crosscutting issues like Family Life Education, Reproductive Health, Environmental Education, Human Rights, Democracy, Life Skills, School Health Nutrition, Equity and HIV/AIDS. Such a process of change results into syllabus review and development of teaching and learning materials.

Curriculum change and adaptation are effected by Curriculum Specialists, Examinations Specialists, University and College Lectures, Teachers, Non-Governmental Organizations (NGOs), Community-Based Organizations (CBOs) and Churches. Syllabus and content are changed or adapted when need arises through workshops and seminars.

### Assessment Policies and Instruments

#### Assessment Policies

The Examination Council of Zambia is legally responsible for the following tasks:

- Syllabus design and construction.
- Administration of public examinations at graded 4, 7, 9, 12, and teacher training.
- Processing of paper entries at grades 4, 7, 9, 12, and teacher training.
- Amending paper entries.
- Question paper setting and moderation.
- Training of examiners at all levels of public examinations.
- Coordination of marking.
- Standards fixing.
- Certification and;
- General examinations administration.
**Assessment Instruments**

The following instruments can be used to evaluate the teachers’ and pupils’ performance:

- Class assessment on daily basis.
- Classroom observations, exercises, homework or assignments.
- Teacher constructed tests.
- School-based assessment or continuous assessment. This type of assessment is used to measure pupils’ performance in project work based on practical subjects like Agricultural Science, Industrial Arts at High School; Agricultural Science and Art project work are examined at Upper Basic level. Continuous assessment is also used to assist borderline cases or those are handicapped because of illness or bereavement. The success of school-based assessment depends on good record management.

**Standards**

The Examinations Council of Zambia in consultation with the Inspectorate, Teachers and Chief Examiners fix the standards for public examinations.

The fixing of standards is an annual professional activity for examination specialists. Pupils/students who do not meet the required standards can re-enter for examinations as external candidates. Middle and Upper Basic dropouts can enter open schools.

**Learning Environment**

Under the Convention of the Rights of the Child (CRC), Zambia pledged to protect the rights of every child and promote a healthy, happy and caring upbringing.

The school environment should be such that it ensures each young person’s right to a joyful, safe and formative childhood and early adolescence.

At the school level, the education system aims at enabling them to provide education and learning environment, which facilitates full development. The major aim of the education system is to promote the full and well-rounded development of the social, cultural, moral, spiritual, emotional, intellectual, physical and affective qualities of all pupils so that each can develop into a complete person, for his/her own personal fulfillment and good of society.
References:

• Ministry of Education (1999) Primary and Basic School Teacher’s Views on the Basic School Curriculum: A Summary of 500 Teachers’ Questionnaire: An activity under the BESSIP Basic School Curriculum Development Component, Curriculum Development Centre, Lusaka.
• The University Act, 1999 No. 11 of 1999.
• Government Republic of Zambia (and) Zambia Teacher Education Reform Programme; The Curriculum Framework and Course Outline for Basic Teacher Education, GRZ/DANIDA, Lusaka.
Organization Structure: The Ministry Of Education Appendix B

PERMANENT SECRETARY

- UNIVERSITIES
- EXAMINATION COUNCIL OF ZAMBIA
- ZAMBIA PUBLISHING HOUSE
  - DIRECTORATE OF PLANNING AND INFORMATION
    - ACCOUNTS UNIT
  - DIRECTORATE OF STANDARDS AND CURRICULUM DEVELOPMENT
    - PURCHASING AND SUPPLIES UNIT
  - DIRECTORATE OF DISTANCE LEARNING
    - INTERNAL UNIT
  - DIRECTORATE OF TEACHER AND SPECIALIZED EDUCATION SYSTEM
  - DIRECTORATE OF HUMAN RESOURCES AND ADMINISTRATION
    - BURSARIES COMMITTEE

PROGRAMMES
- ZEPIU
- BESSIP