

Problems and Challenges in Achieving the Global Education Goals at the Basic Education Level in Zambia

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General background

Zambia, in Sub-Saharan Africa, is a landlocked country surrounded by other eight countries.



Administratively the country is divided into ten provinces



Population

1980	5.7 m
1990	7.8 m
2000	9.9 m
2009	11 m
2010	13m
2015	15.5m

(Source: Zambia, Central Statistical Office)

Education Structure

The formal education system in Zambia consists of a 7-5-4 structure.

Basic Education in Zambia

the concept of Basic Education refers to education covering grades 1-9 (i.e., 7 years of primary education and 2 years of junior secondary education).

Basic Education during the colonial period in Zambia

Formal schooling in Zambia was introduced by missionaries. The opening of primary schools expeditiously followed establishment of mission stations. The first school was opened by Frederick Stanley Arnot (a missionary) in 1883 at Limulunga, in Western province of Zambia, with an enrolment of three pupils, all boys, and one teacher who was untrained (Snelson, 1974:29).

Basic Education during the colonial period in Zambia

In the 1890s, the territory of Zambia, which was known then known as North Western and North Eastern Rhodesia, came under the control of the British businessman, Cecil Rhodes and his company, the British South Africa (Snelson, 1974). The BSA Company joined the two territories, North Western and North Eastern Rhodesia in 1911 into Northern Rhodesia (Now Zambia) (Mwanakatwe, 1974). The company administered Northern Rhodesia on behalf of the British Government

Basic Education during the colonial period in Zambia

The BSA Company showed little or no interest at all in the provision of education to the Africans.

Carmody (2004) points out that the Company collected large sums in taxes from the local people, but gave no money for schools except for one school, the Barotse National School which was established in March 1907.

Basic Education during the colonial period in Zambia

Kelly (1991) notes that Zambia became an independent nation in 1964, rich in material and financial resources but almost destitute in developed (educated) human resources. At the beginning of 1964, education became the responsibility of the Zambian Government. Immediately after independence there was urgent need to expand education at all levels

Educational Developments at Basic School level in Zambia after the Attainment of Independence

The Government of the Republic of Zambia has had a long standing educational goal of achieving universal nine years of basic education.

It was envisaged that the nine years of universal basic education would provide general education in basic subjects, including some practical skills and a sound foundation for further full-time or part-time education (Zambia, MOE, 1977).

It was also seen that nine years of universal basic education would enable pupils to grow two years older before they could join the world of work, if they did not go on with full-time education or training (Zambia, MOE, 1977).

It was believed that what the child would have learnt by this time should be sufficient and lasting to allow him/her to play a full and useful role in his/her community if he/she leaves school.

Goals

1990 Jomtien	Universal Basic Education
2000 Dakar	EFA
2000 MDGS	EFA, Gender

Millennium Development Goals



Goal 2: Achieve Universal Primary Education



Goal 3: Promote Gender Equality and Empower Women



Progress towards the global goals

Access

- nearly 58 million children were out of school in 2012

- The Ministry of Finance and National Planning (2013:23) notes that the completion rate for Grade 9 (basic school) increased from 35.3 percent in 2002 to 53.2 percent in 2010. This implies that there were still children of school going - age who were supposed to be in school but were not. Mwanza's (2013) study revealed that this was because most parents could not afford to pay school fees for their children.

Dropout rates

- In Zambia, primary schools experience high dropout rates particularly from grade 5 onwards among the girls.

Problems and Challenges (Cont'd)

- Inequality

- Rich vs. Poor

- Boys vs. Girls

Low learning achievements and low quality education.

- The quality of education has continued to be very low in many countries especially in Sub-Saharan Africa.

- Millions of children are coming out from primary school with reading, writing and numeracy skills far below expected levels (UNESCO, 2011).

Problems and Challenges (Cont'd)

The research findings by Mwanza (2013) show that the provision of good quality education in the majority of schools was poor due to the following factors: lack of trained teachers; inadequate teaching and learning materials; dilapidated and inadequate infrastructure; inadequate and poor sanitary conditions; poor learning environment; pupil absenteeism especially in rural areas; and teacher absenteeism particularly in rural areas.

Still some Children not in school

Financial challenges

Social challenges

Physical challenges

High fertility rates

HIV and AIDS

Why EFA?



Sadly...

In light of the above: the 2015 target of attaining nine years of basic education for all has not been achieved in Zambia.

Recommendations

Stakeholders should work with government to make **resources** available.

Student centred learning approach through improved **teacher training courses** should be provided to teachers.

Governments, donors, NGOs and stakeholders should work collaboratively to make **teaching attractive** in all regions

Thank you for listening.