

Educating Our Future of 1996

- **The National Policy on Education, *Educating Our Future (1996)* is developed according to the aims of education outlined as goals in the Education Policy Document.**

PRINCIPLES FOR THE DEVELOPMENT OF EDUCATION IN ZAMBIA

LESSON OBJECTIVES

- i. To describe the seven principles for the development of education in Zambia.**

- ii. To justify the relevance of principles for the development of education in Zambia.**

➤ **Principles For The Development Of Education in**

Zambia is intended to serve:

i. individual,

ii. social and

iii. economic wellbeing and

iv. to enhance the quality of life for all.

➤ **The education system in Zambia is guided by the principles of**

1. Liberalisation,

2. Decentralisation,

3. Equality,

4. Equity,

5. Quality,

6. Partnerships and

7. Accountability.

1.LIBERALIZATION

- **Liberalization of educational provision entails fundamental changes in power relations within the education sector.**
- **Under a liberalized educational system, the right of private organizations, individuals, religious bodies, and local communities to establish and control their own schools and other educational institutions is recognized and welcomed.**

- **Liberalization of educational provision allows those with resources to establish such institutions and to run them in accordance to stipulated rules and regulations.**
- **In this way, liberalization contributes to expansion of educational opportunities while protecting the right of parents to send their children to educational institutions of their own choice, be they public, private, religious or communal.**

2. DECENTRALIZATION

- **Decentralization involves the devolution of power from the center to the local level, in districts and schools.**
- **It promotes broad-based participation in the management of education with great emphasis placed on the creativity, innovation and imagination of the local-level education managers.**
- **By allowing various stake-holders to share in decision-making and to take responsibility for education at the local level,**

- **decentralization fosters a sense of local ownership and promotes better management.**
- **By decentralizing to the local and school levels, many of the bureaucratic procedures that currently impede efficiency in the educational system will be eliminated.**
- **Government expects that the newly-established Education Boards will.**

- **relieve the Ministry of Education of much of the burden of day-to-day business;**
- **cater for a greater degree of democracy in the management and administration of the system; and**
- **allow for greater responsiveness to local needs.**

3. EQUALITY

- **A common understanding of educational equality is that schools should offer all students the same education.**
- **This way all students will have an equal chance.**
- **Every Individual in Zambia has a right to education.**
- **It is a matter of fairness or justice that access to education and participation and benefit of the same is made available to all.**



- **Measures to promote equality will include:**
- **allocating resources to those in greatest need,**
- **providing appropriate support systems, and**
- **changing the tangible and intangible qualities of the system itself to cater for the diverse educational needs and interests of the population.**
- **It will also include strategies for the earliest feasible intervention to support children at risk**

➤ **Measures to promote equality will include allocating resources to those in greatest need, providing appropriate support systems, and changing the tangible and intangible qualities of the system itself to cater for the diverse educational needs and interests of the population.**

- **It will also include strategies for the earliest feasible intervention to support children at risk.**
- **The Government will ensure that special support measures for such children are developed to enable them to participate in education.**

4. EQUITY:

- **A common understanding of educational equity is that all children should be given the education they need to achieve certain outcomes. Levitan, J. (2015).**
- **Where access, participation and achievement in education are impeded by gender, physical, mental, economic or social factors, the government seeks to eliminate sources of educational disadvantage in order to enhance equity.**

➤ **the concept of equity in education necessitates the diversification of the curriculum in order to suit different abilities, talents and interests.**

➤ **The achievement of fairness in education demands should address the issues of developing citizens with due consideration of their uniqueness so that they all participate in the development of the nation economically, socially and culturally.**

5. QUALITY

- **All learners should be facilitated in the attainment of the highest standards of learning through teaching of excellence.**
- **Quality is brought about by maximizing the efforts of all those responsible for the education of learners and by coordinating all the structures of the system so that centers of education, from pre-school to university, are places where effective teaching, learning and**
- **research take place and where the highest standards of achievement, in accordance with ability, are obtained by every student.**

- **The Government has a bounden duty to promote the highest standard of education and learning for all.**
- **This entails giving attention to various interdependent factors, including:**
 - i. the quality of the curriculum,**
 - ii. teaching and assessment,**
 - iii. the quality of teachers in schools,**
 - iv. school and institutional arrangements, and**
 - v. planning processes.**

➤ **The Government will also develop rigorous procedures for the evaluation of educational effectiveness and outcomes, with due regard to the legitimate autonomy of individual institutions.**

6. PARTNERSHIPS

- **Building on the principle of liberalization and on the creation of an enabling environment,**
- **the Government will follow an education policy that encourages and strengthens partnerships in educational development.**

➤ **The Government has allowed:**

i. human,

ii. financial and

iii. other resources

➤ **under the control of private and voluntary agencies, communities and religious bodies to be channelled without hindrance into the education sector.**

7. ACCOUNTABILITY

- **Accountability measures will pay particular attention to how well education serves parents, learners and the wider community.**
- **Effective systems have been put in place at:**
 - i. national,**
 - ii. provincial,**
 - iii. district and**
 - iv. institutional levels**
- **to allow for full public accountability.**

REFERENCES

1. Levitan, J. (2015). The Difference Between Educational Equality, Equity, and Justice... and Why It Matters. American Journal of Education Forum.
2. Educating Our Future policy Zambia (1996).