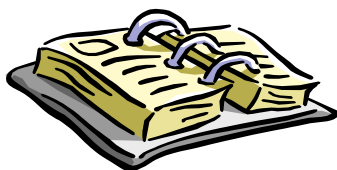


UNESCO BASIC EDUCATION CAPACITY BUILDING PROJECT
~TRAINING KITS FOR LOCAL NGOS~
Theme 1

**GOVERNMENT NATIONAL POLICY
ON
BASIC EDUCATION**

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About This Manual

The UNESCO supported project, Capacity Building for Local NGOs in Basic Education in LDCs (BECAB) aims at building up the capacity of NGOs to become effective partners of one another and governments in the delivery of basic education.

The Project has as one of its objectives, “To develop a specific training kit on NGO capacity building in Basic Education that is adaptable to a wide range of NGOs. Each country will develop a National Training kit to be incorporated into a Global Kit.”

The Project embarked on this objective to develop the National Training Kit, [Phase II], in November 2000.

To form the writing group, ten (10) of the participants from the 1998 series of BECAB Workshops were selected. These are:

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BECAB Project Assistant, Gina M. Fundafunda, assisted in the facilitation process, and final preparation of the manual.

Messrs Henry J. Msango, Bentry Nkhata, D.C. Nkosha and Ms Imed Mumba, all lecturers with the University of Zambia, also assisted in input and editing.

This manual, ‘**Government National Policy on Basic Education**’, is *Theme 1* in a five-part National Training Kit. Other titles in this kit include:-

~*Theme 2 Participatory Management in Basic Education*

~*Theme 3 Teaching and Learning Materials Analysis and Development in Basic Ed.*

~*Theme 4 Gender Awareness and Sensitization in Basic Education*

~*Theme 5 HIV/AIDS And Its Impact on Basic Education*

It is hoped that this manual will be of invaluable assistance to the many Basic Education NGOs in the building up of their capacity to deliver quality education.

Jennifer M. Chiwela

NATIONAL COORDINATOR, BECAB

Executive Director - People’s Action Forum

ABBREVIATIONS

NGO Non-Governmental Organisation

MOE Ministry of Education

TSBAT Trainee Should Be Able To

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DEFINITION OF TERMS

ACKNOWLEDGEMENTS

Education Policy processes are complex and multifaceted. Interests of a variety of players from many different segments of society who have a stake in education have to be taken into account. Therefore, these various groups have to be represented in the process.

Many people have in one way or another, made contributions to this manual. The initiative is a result of a broad-based consultative process by People's Action Forum, other Non-Governmental Organisations and UNESCO.

We wish to thank the Ministry of Education for allowing us to use the National Policy on Education document.

We are grateful to the ten writer representatives from NGOs and Government Departments for their dedication and contribution to produce this manual.

We sincerely thank Mr. Geoffrey Tambulukani for his direction, patience and technical advice on how to produce a manual. We are indebted to Mrs. Jennifer Chiwela, Executive Director – PAF for coordinating such a vital undertaking. We extend our appreciation to UNESCO for initiating and sponsoring the Writers Workshop.

R.M. Nakacinda and F.G.Libindo

UNIT 1: NATIONAL POLICY ON EDUCATION

AIM: The aim of this Unit is to introduce to and enable trainees understand and appreciate the Government National Policy on Basic Education.

EXPECTED LEARNING OUTCOMES:

- By the end of this Unit the Trainees Should Be Able To (TSBAT):
- Define Educational Policy
 - Explain the purpose of Educational Policy
 - Discuss reasons why Non-Governmental Organisations (NGOs) need to learn about Educational Policy
 - Access to the Educational Policy Document

CONTENT SUMMARY:

- 1.1 Definition of Educational Policy
- 1.2 Purpose of Educational Policy
- 1.3 Reasons why NGOs need to learn Educational Policy and the repercussions of not knowing it.
- 1.4 Access of Educational Policy Document by NGOs

PROPOSED TRAINING STRATEGIES:

The following are some of the methods you can use:

- Brain Storming
- Group Discussion
- Exposition
- Extensive reading

PROPOSED TRAINING MATERIALS

- Ministry of Education (1996) Educating Our Future: National Policy on Education
- Flip Charts
- Activity Cuttings

DURATION FOR DELIVERY OF UNIT

The Unit shall be covered/delivered in 1 Hour's Time

CONTENT:

1.1 DEFINITION OF POLICY

Activity 1 a:

Individually and in groups define the term National Educational Policy, how accessible the document is to NGOs, and report to the Plenary Session

TRAINERS' NOTES:

Policy gives the directions, guidelines, principles, limitations, dos and don'ts

The documents can be obtained from the Ministry of Education (MOE) Headquarters in Lusaka. Everybody has a right to education. We must understand what this means.

This understanding will help us to see more clearly what the roles and functions of the government, the business sector and the civil society are.

In the first place, the right to education is a universal right. It belongs to all children. None are excluded. None are special in that they have more of the right than others. This means that

- there should be no distinctions based on gender; all that is involved in the right should be equally available for girls and boys;
- there should be no distinctions based on gender, all that is involved in the right should be equally available for girls and boys;
- there should be no distinctions based on poverty or its opposite, ability to pay; the poor have as much right to education as the rich;
- there should be no distinctions based on place of residence; rural children have the same rights as urban children; children living in high density areas have as much right to education as those from low density, prestigious areas; children from squatter settlements have an inalienable right to education;
- there should be no distinctions based on physical or mental characteristics, children with physical or mental handicaps have the same rights as children without such handicaps;
- there should be no distinction based on sickness in the family; children from families affected by HIV/AIDS have the same rights as children from families that do not experience AIDS;
- there should be no differences based on vulnerability or orphans status; orphans and vulnerable children have an inalienable human right to education, and their difficult circumstances are no reason for denying them this right.

1.2 PURPOSE OF POLICY

Activity 1 b:

In groups explain the reasons why NGOs need to know the Educational Policy

TRAINERS' NOTES:

The purpose of the National Education Policy is to give a guide on the democratic provision of education at all levels with strong and vital partnerships between the MOE and other providers of education and training. NGOs need to know the policy so that they know or understand their role in the provision and evaluation of education in the country.

- Education is trying to achieve something - it has goals and aims.
- Essentially these are meant to produce desired changes in human beings.
- The aims may be explicit or implicit in the organisation of the education system and its schools, the curriculum, syllabus, educational materials and the manner and content of examinations.
- Every education (teacher, administrator) and every pupil should be engaged in a goal-directed activity, whether the goal is seen clearly or obscurely, in an evident or confused manner.
- The aims of education should have strong educational traditions and the principal aims of education include:-
 - I. ensuring the acquisition of a defined and organised body of knowledge and skills;
 - II. developing qualities of character that society regards as important;
 - III. giving scope to individuals to develop their potential and
 - IV. providing a substantial and recognisable preparation for adult life.

1.2 REASONS WHY NGOS NEED TO LEARN EDUCATIONAL POLICY AND THE REPERCUSSIONS OF NOT KNOWING IT

Activity 1 c:

In groups discuss the reasons why NGOs need to learn Educational Policy and the repercussions of not knowing it

TRAINERS' NOTES:

The reasons why NGOs need to learn is that there should be knowledge of legitimate justification, obligation to protect and promote fundamental human and civil rights, nurturing the holistic development of individuals, promote the social and economic welfare of society through the provision and renewal of the skills knowledge and competencies necessary for development of society and the economy.

- The process of formal education normally takes place in a school;
- School is an institution that requires full-time attendance of specific age-groups in teacher-supervised classrooms for the study of graded curricula;
- The reasons why NGOs need to learn some educational theories is that there should be knowledge of legitimate justification, obligation to protect and promote fundamental human and civil rights, nurturing the holistic development of individuals, promote the social and economic welfare of society through the provision and renewal of the skills, knowledge and competencies necessary for development of society and the economy

1.4 ACCESS OF EDUCATIONAL POLICY DOCUMENT BY NGOS

Activity 1 d:

In groups discuss how NGOs' and how it can lead them to generate new ideas on education access to the Educational Policy Document

TRAINERS' NOTES:

NGOs can have access to the National Education Policy Document at the Ministry of Education.

- NGOs can have access to the National Education Policy Document by consulting the Ministry of Education (MOE).
- They can also consult major libraries like the University of Zambia Library.
- There are various ideas held on the nature of education or the school's task in that policy document they should know such as:
 - I. To instruct - the teacher, as the one possessing knowledge and ideas about behaviour, seeks to communicate these to pupils.
 - II. To develop and discipline the mind - the teacher's task is to help pupils develop their mental capabilities.
 - III. to bring about the potential that lies hidden in pupil. (the word 'education' comes from the Latin word educare which means 'to bring out').
 - IV. The teacher's task is to arrange conditions that will ensure the active participation of the learners i.e to help pupils develop their full personal potential.
 - V. To facilitate growth through active personal engagement - the teacher's task is to arrange conditions that will ensure the active participation of the learner and

VI. To foster ability and desire to reflect on experience, giving it fresh meaning, so that the learner will be better equipped to deal with new material and new situations.

FOLLOW UP ACTIVITY:

After the activities the trainees should ensure that providers of education practice within the guidelines of National Education Policy for uniformity.

SUMMARY:

Having worked through the Unit, it is expected that the trainees have developed a number of necessary skills in defining, discussing and explaining the purpose and reasons why NGOs need to learn and where they can access the National Education Policy Document.

REFLECTION:

Trainees should reflect on how they have applied the knowledge they have acquired in this Unit in the past and how they will apply this information in the future.

REFERENCES:

May 1996 Educating Our Future: National Policy On Education, Zambia.

UNIT: 1

FACT SHEET **(Extract from the Policy Document)**

The Structure of the Education System

Policy

- 1. The fundamental units around which Zambia's school system will be organized are basic schools and high schools.**
- 2. As basic education becomes more universal, the Grade 7 composite examination will become less important and eventually will be abolished.**

Strategies

1. Basic education will cover a nine-year period, running from Grade 1 to Grade 9: Grade 1-4 education will be referred to as Lower Basic, Grade 5-7 as Middle Basic, and Grade 8-9 as Upper Basic.
2. High school education will cover a three-year period, running from Grade 10 to Grade 12.
3. The Ministry of Education will devise a comprehensive strategy for the transformation of existing primary schools into basic schools and of secondary schools into high schools.
4. Pupils in a full basic school, that can accommodate in Grade 8 all of its own Grade 7 pupils, will not be required to sit for the Grade 7 composite selection and certification examination.
5. The Ministry will introduce standardized school-based assessment procedures for use in basic schools where pupils do not sit for the Grade 7 composite examination.

UNIT 2: BASIC EDUCATION: ACCESS AND PARTICIPATION

AIM: The aim of this unit is to enable the trainee appreciate and understand the Government's initiative to make basic education accessible to all and accommodate the participation of all the stakeholders in its provision.

EXPECTED LEARNING OUTCOMES:

By the end of this unit the trainees should be able to

- State the policy on access and participation in basic school education
- State the strategies used in attaining the goal on access and participation in basic education

2.0 CONTENT SUMMARY

- 2.1 Access and participation in Basic School Education
- 2.2 Strategies for Access and Participation in Basic School Education

PROPOSED TRAINING STRATEGIES

- Exposition
- Group discussion

PROPOSED TRAINING MATERIALS

Ministry of Education (1996) Educating our future: National Policy on Education

DURATION FOR DELIVERY OF UNIT: 1 hour

CONTENT:

2.1 ACCESS AND PARTICIPATION

Activity 2 a:

Individually or in groups define the terms Access and Participation in basic education

TRAINER'S NOTE

Access to Basic school education simply refers to an opportunity or chance for every child to have nine years of good quality education. In the universalisation of education, the education ministry's first goal is to ensure that:-

every child will have access to a minimum of seven years of good quality education in a school of parental choice (MOE, 1996:22)

The 1996 education policy document, Educating Our Future, sets out the broad strategies for attaining, this goal (Please read MOE, 1996:22 - 24).

The child has a right to education. It is not just a right to schooling, being able to attend school, but to achieving what schools are meant to achieve. In concrete terms, this means three things:-

- I. the right to get into a school;
- II. the right to stay in the school and complete at least the basic education cycle and
- III. the right to learn while in school.

The experience in Zambia is that reasonable numbers of boys and girls enter school. They begin in Grade 1. But slowly as they move from one grade to the next, their numbers become smaller and smaller. This happens for both boys and girls, but more so for girls. By the time they come to Grade 7, only 80% of the boys who began Grade 1 and about 70% of the girls may still be in the class. The rest will have dropped out or they will have been pulled out (and some may be in lower classes, repeating a grade). Why do they drop out or why are they pulled out? There are three main reasons, all of them with an economic dimension:

- I. families cannot afford the cash costs associated with going to school,
- II. families need the child to provide labour or to guarantee some form of household income,
- III. families think the education being provided in the school is not worthwhile and that staying in school is only a waste of their money or of the child's time.

Participation in basic education refers to the involvement of all stakeholders in the provision of education.

2.2 STRATEGIES

Activity 2 b:

Discuss the obstacles to access and participation in basic school education

TRAINER'S NOTES

Obstacles refer to what stops a child from getting into school (access) and staying there (participation and completion).

Obstacles to getting into and staying in school include the following:-

- Being poor: this is not just a question of costs, which we will deal with next. Apart from the cost factor, poor people do not have the same access to services as wealthy people. The poor do not know how to go about it. They have no influence. They are infinitely patient and long-suffering and seem to treat rejection as part of their lot. They are so used to being refused that they put up little resistance when their child is not accepted for Grade 1.
- Direct costs: no matter how free school may be, there will almost inevitably be some costs - fees, levies, materials to be bought, uniforms, writing materials, clubs and associations, transport, meals.
- Opportunity costs: a child who is in school is not free to participate in income generating activities for the household. When the child is at school, somebody else has to take care of what the child might otherwise have done. This could be petty trading. It could be looking after young children, so that the mother is freed to do other things. It could be looking after a sick person. It could be running messages. It could be herding cattle or fishing. The work of a child around a household is of great economic value to a family, and many families cannot do without this contribution.
- Sickness: this stops children from attending school, whether it is the child that is sick or somebody in the family who needs the child to give care and attention. Without HIV/AIDS, sickness has become a major obstacle to the school attendance of many children.
- Being a girl: there are many influences at work here. Many parents do not see the value of educating girls. They think that a girl's role is to be a wife and mother, and that being educated might even spoil her for this. What they mean is that it might reduce the bride-

price, as it does in some rural areas. Others, especially in rural areas, would like to see their daughter getting married early, partly in order to make the most of her child-bearing years, partly because they are afraid that if marriage is delayed the girl may get pregnant, partly so that the bride-price may come to them early. Still other parents fear for their girls' safety in school; they know that girls are harassed by men and boys, that they maybe in particular danger from fellow-pupils, from teachers or from sugar daddies - when we recall that about half the girls aged 14 say that they have already experienced sex, we see that parents are right to have these fears.

- Being an orphan: there is strong evidence from all over the country that when a child becomes an orphan it is likely to drop out of school or not even start. The family that takes in the child is already paying for its own children and cannot afford to pay for any more.

KEY INFORMATION

The Ministry of Education will adopt a two-pronged approach for the attainment of the goal of nine years of quality education for all:

- The first element of the approach will be to ensure that every child enter school at the appropriate age and receive at least seven years of good quality education.
- The second element will be to ensure that every pupil who completes Grade 7 can continue into Grade 8 and 9.

In order to ensure that every child has access to seven years of good quality education, the Ministry of Education will:

- upgrade all lower basic schools to middle basic level
- rehabilitate existing infrastructure; and
- provide additional or new facilities in response to demand, with special attention to the needs of peri-urban areas.

Partnership between the Ministry of Education and communities in moving towards the goal of nine years of education will be effected through joint responsibility towards the development will provide the infrastructure required for adequate educational provision, while the Ministry of Education will provide technical advice and supply Teachers, equipment and materials for approved developments.

REFLECTION

Trainers should reflect on how they have handled the unit and then take remedial action on the weakness.

Kelly, M.J. (2000) The Basic Right to Education paper presented to a ZOCS Advocacy Workshop.

REFERENCES

Educating our future: National Policy on Education (May 1996).

UNIT 2

FACT SHEET

Access and Participation

Policy

1. **The goal of the Ministry of Education is that every child should have access to nine years of good quality education.**
2. **As the first step leading to the attainment of the goal of universal basic education, the Ministry will ensure that every child will have access to a minimum of seven years of good quality schooling in a school of parental choice.**
3. **Attainment of the goal of nine years of good quality education for all will be pursued on a partnership basis between the Ministry on the one hand, and local communities and other providers of education on the other.**
4. **In cooperation with relevant partner ministries, and with communities, non-governmental organizations and religious groups, the Ministry will explore ways of establishing out-reach learning programmes that will bring the benefits of school education to children who for valid reasons are not able to attend school in the conventional way.**
5. **Local communities will participate in the development, maintenance and repair of basic schools. As District Education Boards are established they will be mandated to promote such participation.**
6. **The Ministry will negotiate with local authorities, church groups and other bodies for the resumption by these bodies of some of the responsibilities they had in the past for the management of schools.**

Strategies

1. The Ministry will adopt a two-pronged approach for the goal of nine years of good quality education for all :
 - the first element of the approach will be to ensure that every child can enter school at the appropriate age and receive at least seven years of good quality education:
 - the second element will be to ensure that every pupil who completes Grade 7 can continue into Grades 8 and 9.
2. In order to ensure that every child has access to seven years of good quality education, the Ministry will
 - upgrade all lower basic schools to middle basic level;
 - rehabilitate existing infrastructure; and

- provide additional or new facilities in response to demand, with special attention to the needs of peri-urban areas.
3. The target year for the attainment of universal lower and middle basic education (Grades 1-7) is 2005. Accordingly, the provision of seven years of good quality education for all, as the first step in the attainment of universal basic educational, will be accorded priority in educational development during the period 1996-2005.
 4. The target year for the attainment of nine year of education for all is 2015. In order to achieve this, the Ministry will
 - progressively increase the number of Grade 8 and 9 places during the period 1996-2005, so that in the immediate future an increasing number of children can enter Grade 8 and complete Grade 9;
 - aim at a Grade 7 to Grade 8 progression rate of 50% by 2005; and
 - give priority during the period 2005-2015 to upgrading all primary schools to full basic school status.
 5. Partnership between the Ministry of Education and communities in moving towards the goal of nine years of education for all will be effected through joint responsibility towards the development of basic schools. The responsibility of the community will be to provide the infrastructure required for adequate educational provision; the responsibility of the Ministry will be to provide technical advice and, once the physical facilities are in place, to supply teachers, equipment and material for approved developments.
 6. In order to protect educational quality and to ensure planned and affordable development, the upgrading of a lower and middle basic school to upper basic status will require the formal sanction of the Ministry of Education.
 7. The Ministry will mobilize local and donor funds for the rehabilitation of existing school infrastructure and for the construction of new or additional facilities.
 8. Through its planning Unit, the Ministry will carry out regular school mapping exercises to identify areas needing education provision, as District Education Boards are established, the planning unit will provide them with the training needed to conduct such planning exercises within their districts.
 9. The Ministry will assist communities and voluntary organizations that wish to develop their own schools by providing them with technical assistance and guidance, supporting their efforts to mobilize funds and resources, supplying the new schools with educational materials, and providing them with an agreed number of state-funded teachers.
 10. The Ministry will actively encourage the development of private schools through carefully designed legal and extra-legal incentives. To this end, it will review the procedures governing the establishment and ongoing registration of such schools with a view to facilitating the involvement of private entrepreneurs in the provision of education. It will also facilitate the access of private providers of education to land, capital, educational materials and training.
 11. The provision of a source of safe drinking water and adequate sanitary facilities will be integral to all school rehabilitation and construction programmes.
 12. In rehabilitating existing infrastructure and providing new facilities, the ministry will ensure that structures and facilities respond to the needs of impaired children.

13. The Ministry will:

- strengthen the Preventive Maintenance Programme to ensure that school infrastructure is cared for on a regular basis;
- generate funds for infrastructure care and maintenance by imposing a levy on those from outside the education sector who make use of school facilities, and
- include provision for school maintenance in its annual estimates

UNIT 3: BASIC EDUCATION: QUALITY, AIMS AND THE CURRICULUM

AIM: The aim of this Unit is to enable the trainers understand quality the aims and the curriculum of basic school education in Zambia

EXPECTED LEARNING OUTCOMES:

By the end of this unit the trainees should be able to:

- State the aims of basic school education
- Define the curriculum for basic school education
- Define the term quality education

CONTENT SUMMARY

- 3.1 Aims of Basic School Education
- 3.2 Curriculum
- 3.3 Quality of Basic School Education

PROPOSED TRAINING STRATEGIES

- Exposition
- Brainstorming
- Group work
- Field visits

PROPOSED TRAINING MATERIALS

Educating Our Future: National Policy On Education (May 1996)

DURATION:

This unit is expected to be covered (taught) in 1 hour.

CONTENT

3.1 AIMS OF BASIC SCHOOL EDUCATION

Activity 3a:

Discuss and finally list what you feel are the aims of basic School education

TRAINERS NOTE

The following are some of the aims of basic school education:

- ensure that pupils acquire essential literacy, numeracy and communication skills

- enable pupils to develop practical skills in one or more relevant areas
- nurture an ability, appropriate to the pupil's stage of development, to think reflectively, logically, scientifically and critically
- foster healthy living, physical coordination and growth
- promote positive social behaviour and skills for coping with negative pressure
- encourage the formation of socially desirable attitudes
- facilitate the development of each pupil's imaginative, affective and creative qualities

3.2 CURRICULUM

Activity 3 b:

Individually or in groups define the term curriculum. Visit selected basic schools and find out what curriculum is being followed – its content, structure and how closely it is applied in different grades.

TRAINER'S NOTE

The school curriculum consists in the content, structure and processes of teaching and learning which the school provides in accordance with its educational objective and values. It includes the concepts, knowledge, skills, attitudes and values that pupils incorporate through the process of schooling.

Every child has a right to education and somebody has the responsibility of seeing to it that the child can exercise that right. This responsibility rests on the family, on the community and on the government. All three, parents, family and government including NGOs must work together in ensuring that every child can get into school, can stay in school for the duration of the basic education cycle, and can learn something worthwhile to the level expected while at school

3.3 QUALITY OF BASIC SCHOOL EDUCATION

Activity 3 c: Explain what you understand by quality education

TRAINER'S NOTE

The 1990 Jomtien Conference stressed that the focus of basic education must be on actual learning acquisition and outcome, rather than exclusively on enrolment or continued participation in programmes:

Whether or not expanded educational opportunities will translate into meaningful development ... depends ultimately on whether people actually learn as a result of those opportunities, i.e, whether they incorporate useful knowledge, reasoning ability, skills, and values WCEFA, Article 4.

Traditionally, pupil performance in Zambia's primary schools, both rural and urban, has been evaluated, formally and less formally, in different ways:

1. Performance on the end of the primary cycle examination that serves a dual purpose, to certify successful completion of seven years of primary education, and to select the 30 - 35% who are to proceed into secondary school;
2. Classroom evaluations and assessments conducted by teachers;

3. Parental judgments of the ability of their children to read, write and compute at the end of primary school;
4. the judgments of secondary school teachers on the literacy and numeracy levels of those who proceed from primary to secondary;
5. Comparison of performance in the end-of-primary selection examination with subsequent performance, whether in school areas, in later examinations, or in employment.

Zambia's efforts to improve the quality of primary education have been handicapped by the absence of objectively based information on actual pupil learning achievement. The Ministry of Education expressed its concern about this lack of information at a time when it was undertaking a comprehensive review of educational policy. While it remained committed to the achievement of universal primary education in the shortest possible time, it began to take steps to ensure that the education provided was worthwhile in terms of actual learning achievement.

Simultaneously it was receiving reports from various beneficiary assessments that the demand for education was declining because parents perceived its quality as low and not worth the investment of either their scarce cash resources or their children's time. Accordingly it decided to undertake a major educational policy research study that would provide it with accurate information on the resource inputs into primary education, the teaching-learning conditions and processes in classrooms, and suitable indicators of actual pupil learning.

KEY INFORMATION

In order to enhance the effectiveness and quality of basic education, there is need to:

- promote the development of curriculum that is comprehensive, balanced, integrated, diversified and relevant to the real needs of both the pupils and society
- take steps to ensure that it is well understood and taught; and
- seek evidence that it has been well learned.

REFLECTION

Trainees should reflect on aims and curriculum of basic education. Is the curriculum suitable?

REFERENCE:

1. Educating Our Future! National Policy on Education (Ministry of Education, May 1996).
World Conference on Education for All (WCEFA, Article 4).

Quality and Curriculum

Policy

1. The philosophy of the Ministry of Education is that the education process centres on the pupil who has an active role to play in developing his or her intellectual and other qualities.
2. The overall goal of basic education is to provide each pupil with a solid intellectual, practical and moral foundation that will serve as a basis for a fulfilling life. Hence it will seek to provide a comprehensive programme of study and school activities that will
 - . promote the full and harmonious development of every pupil;
 - . give some preparation for adult working life;
 - . serve as a basis for further training; and
 - . lead to the level of competence necessary for proceeding to high school
3. The Ministry attaches high priority to improvement in the quality of educational provision in basic schools.
4. In order to enhance the effectiveness and quality of basic education, the Ministry will:
 - . promote the development of a curriculum that is comprehensive, balanced, integrated, diversified and relevant to the real needs of both the pupil and society;
 - . take steps to ensure that it is well understood and taught; and
 - . seek steps to ensure that it is well understood and taught; and
 - . seek evidence that it has been well learned.
5. The Ministry's first priority for lower and middle basic education is to ensure that pupils master essential literacy and numeracy skills.
6. The Ministry's foremost priority for upper basic education is the acquisition by pupils of high levels of competence in communication and mathematical skills and in the problem-solving ability that is fostered through scientific and practical subjects. Accordingly, the curriculum will stress language, mathematics science and practical subjects.
7. The Ministry will undertake an extensive review of the Grade 8 and 9 curriculum to ensure that it provides a broad and balanced education that caters for a wide spread of pupil ability and includes an increased emphasis on the vocational orientation of all subjects.
8. Officially English will be used as the language of instruction, but the language used for initial literacy learning in Grades 1-4 will be one that seems best suited to promote meaningful learning by children.
9. A comprehensive programme of school-based pupil assessment and feedback will be an integral part of the teaching and learning process in every school.
10. In order to provide conditions conducive to the more comprehensive and effective education of children, the Ministry will seek to extend the number of hours of actual teaching per week, particularly in Grades 1-4.

- 11. Within the broad framework of Ministry guidelines, and working closely with parents and communities, each school will provide its pupils with suitable education in sexuality and relationships.**
- 12. Every school will develop a rich and varied programme of extra-curricular activities that will promote the balanced development of its pupils and that will involve every member of teaching staff.**

UNIT 4: PARTNERSHIP IN BASIC EDUCATIONAL PROVISION

AIM: The aim of this Unit is to enable the trainees to be aware of the partners in the provision of Basic Education.

EXPECTED LEARNING OUTCOMES:

By the end of this Unit, Trainees Should Be Able To:

- Discuss reasons why there is partnership in the provision of Basic Education.
- Explain the purpose of partnership in the provision of Basic Education
- Name the partners in the provision of Basic education

CONTENT SUMMARY:

- 4.1 Reasons why there is partnership in the provision of education
- 4.2 Purpose of partnership
- 4.3 Naming Partners

PROPOSED TRAINING STRATEGIES:

The following are some of the strategies you can use:

- Exposition
- Brain Storming
- Group Discussion

PROPOSED TRAINING MATERIALS:

- National Policy On Education Document: (May 1996)
- Education Reform 1977
- Education Act 1966
- Activity Cuttings
- Flip Charts

DURATION FOR DELIVERY OF UNIT:

The Unit shall be delivered within 1 (one) Hour

CONTENT:

4.1 REASONS WHY THERE IS PARTNERSHIP IN THE PROVISION OF BASIC EDUCATION

Activity 4 a:

Brain Storm on the historical aspect of partnership and reasons of partnership now in the provision of Basic Education

TRAINERS' NOTES:

Before the modern state came into existence, the parents working together with the local community exercised the responsibility for the education of children, and together they did a very fine job in preparing children to live in their kind of society.

In modern society, the government has come in as a new and important partner. But notice, as a partner. The sole responsibility for educating children does not belong to the government. It belongs to families and communities working with the government. It may be provided in schools that are run by the government, and because of our historical development in Zambia we tend to think that this is the most important way. But it is not. In fact it may be the least important way. Another way is where a family appoints some other persons to educate their children and pays for this service; this is the case of private schools. But very few families can afford this way.

Partnership in the provision of Basic Education is based on cost-sharing and consolidate the liberalisation and democratisation principle to enhance the involvement of individuals and civil society

4.2 PURPOSE OF PARTNERSHIP

Activity 4 b:

Is partnership necessary or even desirable?
Debate.

KEY INFORMATION:

Sometimes providers of basic education have preferred to work in isolation for various reasons. Discussion on experiences in the field may bring out both positive and negative responses. The National Policy will help trainees to appreciate the purpose of partnership. Partnership is an important element of involvement in providing quality education through coordinated effort.

4.3 NAMING PARTNERS:

Activity 4 c:

Individually and in groups trainers should name the partners in the provision of education, write down and reports to the plenary session

KEY INFORMATION:

The partners involved in the provision of education are the NGOs, Missionaries, Local Authorities, Private Sector, Individuals, Line Government Ministries – MOE, MSTUT, MCDSS, MSYCD, and others trainers may remember.

SUMMARY:

Having worked through the Unit it is expected that Trainees have widened the reasons, purpose and are able to name the partners in the provision of education. They should be able to write down the partners on flip charts.

REFLECTION:

Trainees should reflect on why there is need to have cost-sharing, consolidation of the liberalization and democratisation principle to enhance partnership in the provision of education.

REFERENCES:

- Educating the future: National Policy On Education (May 1996)
- Education Reform 1977
- Education Act 1966

UNIT 4

FACT SHEET

The Role of the Private Sector

Policy

1. The Ministry of Education recognizes that the proprietors of private and other types of schools are partners in their own right in the provision of education.
2. The Ministry will create conditions for the more effective participation of the private sector in educational provision.

Strategies

1. The Ministry of Education will replace the Education Act of 1966 with legislation that protects and promotes the rightful participation of the non-governmental and private sector in the provision of education.
2. The Inspectorate will provide private schools with professional support in the form of advisory, training and evaluation services.
3. The Ministry will facilitate the access of private schools to concessionary loans, land for school development, tax concessions, educational materials, training courses, and donor funds.
4. Private schools that admit pupils from poor or vulnerable groups will be eligible to receive bursary assistance on behalf of such pupils.
5. The Ministry will ensure that the proprietors of private schools are suitably represented on appropriate education committees and that staff from such schools is involved in various educational activities.

UNIT 5:

CAPACITY BUILDING

AIM: The aim of this Unit is to enable the trainees be aware and appreciate capacity building in the provision of Basic Education.

LEARNING OUTCOMES:

By the end of this Unit Trainers Should Be Able To:

- Define Capacity Building in the provision of education
- Justify the purpose of Capacity Building

CONTENT SUMMARY:

- Definition of Capacity Building
- Purpose of Capacity Building

PROPOSED TRAINING STRATEGIES:

The following are some of the methods you can use:

- Brain Storming
- Group Discussion
- Exposition (Lecture Method)

PROPOSED TRAINING MATERIALS:

- National Policy On Education Document (1996)
- MOE Human Resource Guidelines
- Flip Charts
- Activity Cuttings

DURATION FOR DELIVERY OF UNIT

The Unit shall be delivered within 1 (one) Hour

CONTENT:

5.1 DEFINITION OF POLICY

Activity 5 a:

Brain Storm the aspect of Capacity Building, and thereafter define it

TRAINERS' NOTE:

Capacity Building is the management training given to the providers of Education for efficient and effective delivery of education. This involves training Education Managers and planners so that

they can have the skill to analyse and interpret, plan; generate data, monitor, evaluate and manage resources.

From 1964 to the end of the 1970s, education policy was directed towards steady expansion of education facilities and improvements in quality. Significant achievements were made in increasing school enrolments, training teachers, producing and supplying textbooks and other educational materials, developing school libraries and maintaining quality in the educational system.

By early 1990s poor funding led to a very deteriorated system. Additionally the capacity to manage the system and deteriorated as rapid expansion went hand in hand with lack of investment in management training and lack of resources for effective educational supervision. The inadequacy of transport and communication systems impeded data collection, in-service training and a wide range of normal day-to-day activities. Poor conditions of service demoralised teachers and resulted in low levels of performance.

Capacity Building is the management training given to the providers of Education for efficient and effective delivery of education. This involves training education managers and planners so that they can have the skills and knowledge to analyse and interpret, plan, generate, monitor, evaluate data and other educational resources.

PURPOSE OF CAPACITY BUILDING:

Activity 5 b:

Discuss and explain the purpose of Capacity Building. Explore ways and means of changing values and attitudes.

TRAINERS' NOTE:

The purpose of capacity building is to enable the delivery of education to be efficient and effective. That will mean training the deliverers of education at the cost effective and cost reduction levels. The training can be done at school level, Zone level or at a central place for NGO providers for short periods. There should be coordination in capacity building in order to avoid duplication.

FOLLOW-UP ACTIVITY:

After working out the activities in this Unit trainees should have a wide knowledge on the reasons why capacity building is necessary in the delivery of education.

SUMMARY:

Having worked through the Unit it is expected that trainers shall have wider knowledge of what is required in capacity building in the provision of education.

REFLECTION:

Trainers should reflect on why there is need to have capacity building in the provision of education.

REFERENCES:

Some of the references you can use are:

- Educating The Future: National Policy On Education Document (May 1996)
- MOE Human Resource Guidelines
- Any Other relevant to Educational Capacity Building

Training in Educational Management

Policy

1. In order to improve the management capacity of managerial and supervisory personnel, the Ministry of Education will train or re-train educational managers to enable them to discharge their functions effectively.
2. The Ministry will develop a strategic framework for management training for the education sector.

Strategies

1. In liaison with relevant higher institutions and universities, the Ministry will establish a National Institute of Education to provide training in educational management.
2. Appropriate training will be a pre-condition for appointment or promotion to a professional post as an inspector of schools or educational manager.
3. The Ministry will take whatever steps are needed to provide regular in-service training to educational managers.
4. The Ministry will establish a mechanism for coordinating educational management training throughout the entire sector.

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APPENDIX

DEFINITION OF TERMS

ACCESS:	The opportunity or right to education
AIMS:	The purpose or intention to achieve education
CAPACITY BUILDING:	The ability to learn/train so that the person can produce, understand or experience the quality, effective and efficient provision of education
CIVIL SOCIETY:	Referring to ordinary citizens of a country
CURRICULUM:	The subjects included in a course of study or taught at a particular school
PARTICIPATION:	The action of taking part in the provision of education
PARTNERSHIP:	The state of being a partner(s) in the provision of education
POLICY:	A plan of action/decision on the general way of doing something or adopted by a government
QUALITY EDUCATION:	A high standard of education