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Zambian

ZAMBIAN EDUCATION SYSTEM

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Замбії

СИСТЕМА ОСВІТИ У ЗАМБІЇ

The Zambian education system has a 7-5-5 structure, namely 7 years at primary school, 2 and 3 years at junior and higher secondary school respectively, and 5 years at university for undergraduate degrees. It should be noted that school education should be mandatory for all.

The first 2 years of secondary school are spent at middle schools. Those who opt to continue studies at higher secondary school must first write a transitional selection examination. Thereafter, students may spend 4 years in an academic environment, where they hope to reach the standard required for their further university education.

Zambian government regards the development of the nation's skill base as fundamental to its economic growth. With this in mind, the technical education, vocational and entrepreneurship training program is being redeveloped, to realize the full potential of the nation.

There are 11 public owned universities and 26 private owned with 37 Zambian universities in total. The Copperbelt University in Kitwe, Mulugushi University in Kabwe and the University of Zambia in Lusaka are just few to mention. The latter – having been established in 1964 – is the oldest, and one of the best and most credible universities in Zambia. It has schools of agricultural sciences, education, engineering, humanities and social sciences, law, mining science, medicine, natural sciences, and veterinary medicine. Higher education in Zambia has improved in the recent years due to the increase of private universities and colleges.

However, Zambian education system is very challenging and uses the same formula put in place by the colonial masters with an ultimately minimal reform at best. Many may argue that it is too challenging and requires complete revision and restructuration. This means that different techniques and approaches to the way students are taught can be introduced from the very early stage up and until tertiary level. For the sake of clarity, advocating for children to go through grade levels uncontested would be unconventional, but rather Zambian society makes every

effort for students who do not do well to move on to the next grade. Examinations and instruction methods should not be designed to fail children.

In conclusion, failures and difficulties experienced certainly indicate that the rhetoric of Zambian Humanism is an insufficient basis for progressive change in education. The problems and difficulties of action directed towards changing educational structures and programs have resulted in a clearer understanding of the nature of power in Zambian society. For some educators and members of the public the reasons for failure are now a part of critical consciousness and education is seen in its political context. The work of the educational reformers actively creates, in varying degrees, a social awareness, which is an integral and necessary part of processes of historical change that may benefit the Zambian majority.