

## EDITORIAL

### SELECTED AREAS ZAMBIA NEEDS TO DEVELOP TO SATISFY CITIZENS' FUTURE ASPIRATIONS

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The phenomenon of development the world over is a complex, multifaceted and contested one. Its presence is alive and well in Zambia, which attained its independence in 1964 and, therefore, is marking a Golden Jubilee in 2014. As part and parcel of taking stock of its development, Zambia is fortunate to have a cadre of academic scholars to research and report critically on the state of development of various spheres which Zambia is experiencing in 2014. The set of articles featured herein, accordingly, present thoughtful and well-researched papers for interested scholars, development practitioners and a host of other readers regarding Zambia's current position.

In the context where Africa remains one of the few continents where teaching is conducted mainly in European languages (Lotz-Sistika, 2012/2013) and in terms of language-in-education policy, John Simwinga argues that Zambia is gradually overturning the principle of 'languages in competition' which was a top-down and monolingual approach inherited in 1964. In its place the country is now embarking in 2014 on the principle of 'languages in complementation' which is reflective of a bottom-up and multilingual approach. On their part, Hendrix Chama Chanda and Wanga W. Chakanika report on a comparative study of survival strategies used by the aged in rural Chongwe and urban Lusaka of Zambia. Their study discovered that many survival strategies were used by the aged in rural and urban areas and that, comparatively, there were no significant differences in the survival strategies employed by the two localities. The observed differences were mainly in quantity and not in the types of survival strategies where some strategies were used more in the rural areas than in the urban areas and vice versa. Annie Siwale and Sydney O.C. Mwaba state that in Zambia, there is a sizeable number of mothers incarcerated in prison with infants and children. Although regulations stipulate that the mother and child should be kept in separate units on a continuous basis, that was not happening in Zambia where imprisoned mothers were allowed to keep new born babies with them because of overcrowding and lack of facilities in prisons.

Another development issue experienced in Zambia has to do with reading disability or dyslexia as highlighted by Lydia Mwanamukubi and Mwiya Imasiku. To many people, learning to read may appear to be something that comes about naturally and yet that is not the case for some children who may need extra effort and may in-fact be a long and complicated process lasting several years. For this category of children, the researchers suggest that early detection of dyslexia should be made in early childhood in order to find ways of arresting the problem. Still on the subject of learning to read Georgina Njapau and John Luangala investigated schools in Lusaka and Mufulira districts of Zambia. They report that learners in

public schools did not read according to the expected reading levels for English while those in private schools did that effectively.

Universities on their part experience development in their own way and one such way is through implementation of extension education as a means of diffusing university education widely to the masses. This is a commendable measure. But, as Mwenya Nduna and Wanga W. Chakanika reveal from their study of North Western Zambia, University of Zambia Extension Education Programmes principally faced a lack of qualified part time tutors to address the various educational needs of communities they operated in, as well as that most of the courses offered did not respond to the educational needs of the people served. School going adolescents, like universities, also experience the phenomenon of development. In Chibombo District of Zambia, alcohol abuse among school going adolescents was investigated by Crispin Ngoma and Mwiya L. Imasiku who found that a set of different factors were responsible for inducing such learners to partake of and abuse alcohol. Samuel Imange and John Simwinga investigated teacher preparedness to utilize emergent literacy for teaching initial literacy in Mansa District of Zambia. Noting the importance of emergent literacy as a foundation for conventional literacy development, little was known in Zambia on the preparedness of Grade 1 teachers to make use of emergent literacy and, hence, the context of the study. Their research revealed that teachers lacked knowledge about emergent literacy and did not know its usefulness for continuous literacy development among children. Inclusion of emergent literacy in Zambia's teacher education curriculum and the need for it to be deliberately taught to student teachers, therefore, becomes obvious as a potential development pedestal for the country.

The year 2015 is set by the United Nations for countries like Zambia to attain Millenimum Development Goals (MDGs) and, therefore, deliberate communication strategies about such goals were expected to have been implemented. Muleba Matafwali and Kenny Makungu in their article state that various sources of communicating about MDGs were used in Zambia. Even though significant effort was made to reach the public, the MDG campaign in Zambia faced a number of challenges highlighted by the two researchers. Finally but not the least, Foster Chilufya and Daniel Ndhlovu reported on factors affecting academic performance of in-service undergraduate students in Science Education at the University of Zambia. In their journey of personal development, University of Zambia Science Education students were discovered to be experiencing a package of adverse factors which presented themselves as potential opportunities to be addressed by concerned factors.

In conclusion, some of the layered areas which Zambia needs to develop during and after the Golden Jubilee Celebrations of 2014 involve language-in-education policy, survival strategies for elderly persons, mothers imprisoned with their young children, reading disability, English reading levels, university extension education programmes, alcohol abuse among school pupils, emergent literacy, communication strategies for MDGs and academic performance of undergraduate science education students. As a popular saying might go: "don't say 'there is no research data on these areas' because it is right in this edition of the *Journal of Law and Social Sciences!*"

## References

Lotz-Sisitka H. (2012/2013), Conceptions of Quality and 'Learning as Connection': Teaching for Relevance, *Southern African Journal of Environmental Education*, Vol. 29, p. 25 - 38

## From Languages in Competition to Languages in Complementation: Accounting for Language-in-Education Policy Formulation and Implementation in Zambia 1964 - 2014

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### ABSTRACT

*This paper outlines the history of language-in-education policy in Zambia from 1964 to 2014. It examines some of the major factors which informed language-in-education policy formulation and implementation in the country in relation to four landmark phases: the 1966 proclamation of English as sole official language at national level and as language of classroom instruction from Grade One to the highest level of education; the 1977 education reforms recommendations; the 1996 language-in-education policy; and, finally, the 2014 declaration and implementation of the policy prescribing the use of familiar languages for instruction in initial literacy and numeracy from Grade One to Grade Four. The paper concludes that though English has remained the sole official language at national level over the years, there has been increasing recognition of the role of local languages as languages of classroom instruction. As a result, the early top-down and monolingual approach to language-in-education policy formulation and implementation, premised on the principle of languages in competition, has since given way to the bottom-up and multilingual approach, guided by the principle of languages in complementation. In order to consolidate the gains scored over the years, the paper argues for a comprehensive operationalisation of the current language-in-education policy through formulation of a comprehensive language development plan and the production of sociolinguistic surveys at both national and community level to aid teachers in determining which language or languages to use as media of classroom instruction in a given locality.*

### BACKGROUND

#### 1.1 Introduction

The concept of language-in-education refers to the use of language in the education system as medium of instruction to facilitate teaching and learning. In this regard, language in education policy refers to the framework which stipulates the specific language or languages