

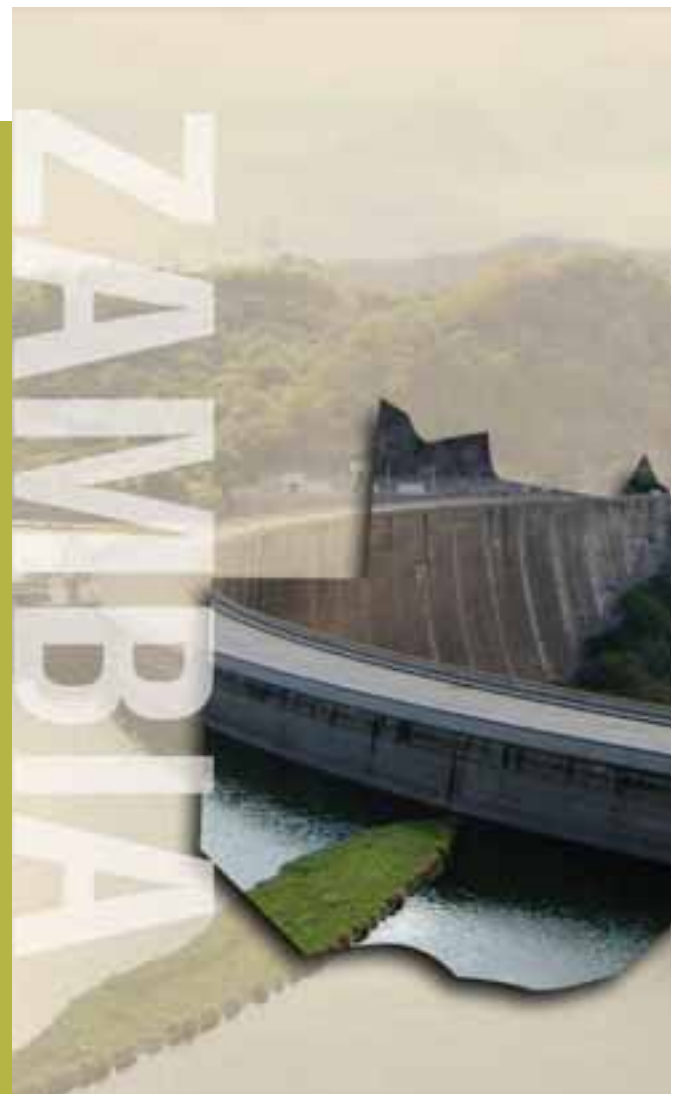
ACCORDING TO archaeological evidence, early human communities roamed the Zambian countryside between one and two million years ago, while early iron-age peoples arrived from further north at roughly the time of Christ. The ancestors of the modern Tongas appeared a thousand years later, but other Bantu tribes currently living in Zambia only arrived in the 17<sup>th</sup> and 18<sup>th</sup> centuries.

The Portuguese were the first Europeans on the scene when they set up trading posts on the Zambezi River early in the 1700s. More than 100 years later, the British explorer David Livingstone penetrated the area, moving along the river until he reached the Victoria Falls in 1855, and then exploring the whole Zambian region. In the 1890s, arch imperialist Cecil Rhodes and the notorious British South Africa Company (BSAC) began to promote trade and mining in the area south of the river. They established Rhodesia in 1895-but they had also cast acquisitive eyes to the north. The terms Southern Rhodesia and Northern Rhodesia came to be used around the turn of the 19<sup>th</sup> century, and both territories were administered by the BSAC until the 1920s. Southern Rhodesia then became a self-governing British colony, while the country to the north became a British protectorate, but with the mineral rights still held by the BSAC, thus ensuring enormous profits when copper mining, along with the principal town, Kitwe, developed in the north.

In common with most regions in colonial Africa, the post war period saw the rapid rise of African nationalism in Northern Rhodesia. In spite of this, in 1953 Britain amalgamated Northern Rhodesia and Nyasaland (now Malawi) with Southern Rhodesia to form the Central African Federation. Although the Federation quieted the fears of the scattering of white settlers, it did nothing to satisfy African aspirations. By 1963, the Federation had been dissolved and the three colonies set on a path towards self-government. In Southern Rhodesia, this led to a unilateral declaration of independence by a white minority government. The path to majority rule and full independence in Northern Rhodesia and Nyasaland proved to be smoother.

Zambia came into being in 1964, with President Kenneth Kaunda in charge. He nationalised the copper industry, and indeed the whole economy, and established a one-party dictatorship that lasted until 1991. When copper prices fell, the national economy floundered, a situation exacerbated by Zambia's participation in trade sanctions against white-ruled Rhodesia. Public dissatisfaction increased until Kaunda was obliged to legalise opposition parties. The result was that in the 1991 elections, Frederick Chiluba and his Movement for Multiparty Democracy swept to power. However, the party hardly lived up to its name, earning notoriety with the detention of political opponents. While the economy languished, the 1990s saw high levels of political manoeuvring and intrigue, culminating in an attempted coup d'état in 1997. Chiluba hung on, relinquishing power only when his attempts to alter the constitution to allow for a third term as president provoked vigorous protests from the Zambian public, and from within his own party.

The Zambian economy has never really recovered from the copper crisis of the 1970s. Recent developments, however, including a reversal of nationalisation policies and an endorsement of free market principles, have seen big investments into the copper industry once again. Nevertheless, nearly 70 percent of Zambians live below the national poverty line, and social indicators, in particular life expectancy and maternal mortality, are negative. According to some commentators, the country's slow economic growth (in spite of high hopes for nickel becoming the country's top metal export) cannot support the rapid population growth being experienced, or the strain that the HIV/Aids epidemic continues to place on government resources.



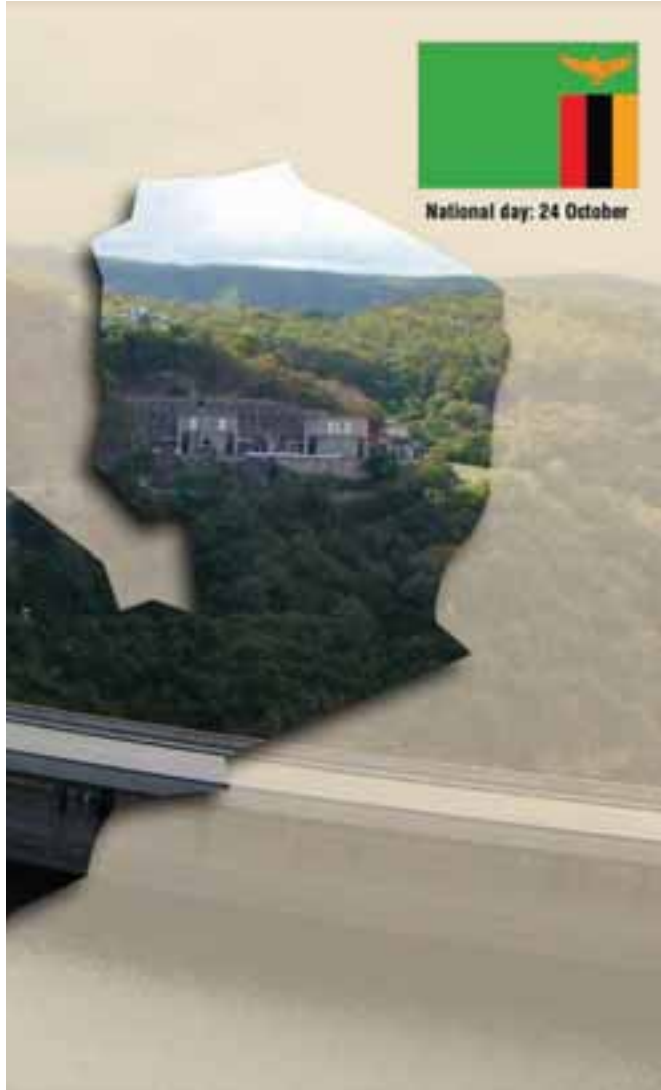
#### KEY COUNTRY CONTEXT STATISTICS

Population:	11.799 million (2006)
GDP:	US\$910 (2006) per capita
Human Development Index (HDI):	0.434
Unemployment levels:	50% (2000 est.)
Key economic sectors:	Mining, Agriculture, Manufacturing, Tourism
Principal Exports:	Cobalt, Copper, Cotton, Cut Flowers, Electric Appliances, Hardwood, Mineral Products
HIV and Aids prevalence:	15.16% (2007 Estimate)
Gross Primary Enrolment Ratio:	117 (2006)
Gross Secondary Enrolment Ratio:	28 (2002)
Gross Tertiary Enrolment Ratio:	2 (1999)

Source: Country context data was obtained from a variety of sources: (CIA, 2008; SADC, 2007; UNDP, 2007; UNESCO Institute for Statistics, 2007; UNAIDS, 2008)



National day: 24 October



## POLICY CONTEXT

There are various relevant pieces of legislation, regulation, and policy governing education in Zambia. Goals and objectives for the higher education sector have been set through consultative processes, involving all stakeholders (including civil society, non-governmental organisations, and corporate partners. In addition, Zambia's Poverty Reduction Strategy Paper (2007) identifies a series of broad roles for HE (MRCI report).

HIGHER EDUCATION LEGISLATION	BRIEF DESCRIPTION
The Education Act of 1966, supported by the Zambia Statutory Instrument No. 43 of 1993	Provides a legal framework for the development of the education system in Zambia (basic, high school, college education, and university education) to date.
The Technical Education, Vocational and Entrepreneurship Training (Amendment) Act, 2005	Provides the necessary legal framework for the development of TEVET in general and the establishment of the TEVETA and Management Boards for training institutions in particular. It also provides for the active participation of the private sector in the provision of TEVET programmes in Zambia
The University Act No. 11 of 1999	Provides a legal framework for university education in Zambia. It stipulates the legal requirements for the establishment and governance of university education. It also defines the conditions and parameters for establishing private institutions and for maintenance of academic standards.

LIST OF STATUTORY BODIES IN THE HIGHER EDUCATION SECTOR	BRIEF DESCRIPTION
The Technical Education and Vocation Training Authority (TEVETA):	The regulatory body for technical and vocational training institutions.
The Examination Council of Zambia	The body responsible for regulating examinations
University Councils	The bodies responsible for overseeing university education within the institutions themselves

FUNDING DATA	
Public Expenditure on Education as a % of Gross National Income (GNI)	1.9%
% Education budget allocated to higher education	17.6% (2005)
Loan/Grant scheme in place	Yes

Source: SARUA (2008) – 'Towards a Common Future: Higher Education in the SADC Region'

SCIENCE AND TECHNOLOGY	
KEY INDICATORS	INDICATORS FOR ZAMBIA
R&D Intensity [The ratio of Gross expenditure on R&D (GERD) to Gross Domestic Product (GDP)]	0.1% (2004)
ISI Output (Number of papers published in the 7500+ journals of the ISI Web of Science)	1990-1995: 510 1996-2001: 518 2002-2007: 696

Source: SARUA (2008) – CREST report

## NATIONAL LEVEL OVERVIEW

School education in Zambia is divided into primary schooling, which lasts for seven years and leads to the Certificate of Primary Education, and secondary schooling. The first seven years of education, from age 7 to 14, are compulsory. There are three types of high schools in the country-government-run high schools, either day or boarding schools; grant-aided high schools, run by faith-based agencies; and private high schools (boarding and day schools) run by private agencies and individuals on a commercial basis (Republic of Zambia Ministry of Education, 2005). Higher education is provided by three public universities (one of which only opened its doors in September 2008) and 14 teacher training colleges, which fall under the Ministry of Education, and 227 technical and vocational institutions which fall under the Technical Education, Vocational and Entrepreneurship Authority (TEVETA).

TYPE OF HIGHER EDUCATION INSTITUTION	NUMBER OF INSTITUTIONS
Publicly funded universities	3
Publicly funded HE institutions and colleges	43
Privately funded HE institutions	32 registered with the MoE (227 technical and vocational institutes)
<b>TOTAL</b>	<b>78</b>

Source: Zambia MoE questionnaire response

LIST OF PUBLIC UNIVERSITIES IN ZAMBIA	
UNIVERSITIES IN ZAMBIA	WEBSITE
Copperbelt University	<a href="http://www.cbu.edu.zm/">http://www.cbu.edu.zm/</a>
Mulungushi University (opened in 2008)	No website found
University of Zambia	<a href="http://www.unza.zm">http://www.unza.zm</a>



## COPPERBELT UNIVERSITY

THIS INSTITUTION in the northern Zambian town of Kitwe was established as an autonomous university (it began as a satellite campus of the University of Zambia) in 1987. Since then, the Copperbelt University has enjoyed significant growth, particularly since the turn of the 20<sup>st</sup> century. It operates four faculties. The original two were inherited from its University of Zambia days: the School of Business and Industrial Studies, and the school of Environmental Studies. Then in 1989, the Zambia Institute of Technology was incorporated into the university as its School of Technology. This was followed in 1995 by the School of Forestry and Wood Science (later renamed the School of Natural Resources).

The student body, most of whom are enrolled in undergraduate programmes, is heavily weighted towards males who constitute 81 percent of the total. The situation is even more unequal in terms of academic and research staff: here only 25 of the 193 staff are women. Postgraduate studies constitute a small proportion of academic activity, and post-

graduate degrees among staff are limited largely to masters level (66 percent), while only 12 percent hold doctoral degrees.

Research is correspondingly low. Only 10 Copperbelt University publications appeared in accredited journals between 2004 and 2007, and only two books were published in the same period. Nevertheless, the university has a clearly defined research policy that sees the generation of new knowledge as 'a major component of academic work'.

Now, two new schools are being added to Copperbelt University's repertoire. The first is the School of Mathematics and Natural Resources, which will contain departments of Biological Sciences, Chemistry, Computer Science, Mathematics, Physics, and Mathematics and Science Education, each offering BSc degrees with postgraduate prospects. The second school will deal with Graduate Studies, and will co-ordinate and encourage all existing postgraduate academic programmes, and will also seek international research linkages.

### FACTS AND FIGURES AT A GLANCE<sup>94</sup>

The Copperbelt University is a predominantly contact institution, although some distance learning is also provided. In 2007, the university had a total enrolment of 4,273 students, of whom 3,752 were contact and 521 were distance students. The majority of students enrolled at the university are Zambian nationals, with three SADC nationals and four students from other international, non-SADC countries.

**TABLE 1 COPPERBELT UNIVERSITY: SUMMARY OF ENROLMENT NUMBERS (ACTUAL DATA, JULY 2007)**

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY				
		UNDER-GRADUATE DEGREE/ DIPLOMA	POST-GRADUATE DEGREE/ DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE	OTHER QUALIFICATIONS (SHORT COURSES, CERTIFICATES ETC)
Science, Engineering & Technology	1,600	1,600	0	0	0	0
Business, Management & Law	1,556	1,438	0	118	0	0
Humanities and Social Sciences	759	759	0	0	0	0
Health Sciences			0	0	0	0
Other (Natural resources)	358	358	0	0	0	0
<b>TOTALS</b>	<b>4,273</b>	<b>4,155</b>	<b>0</b>	<b>118</b>	<b>0</b>	<b>0</b>

Source: Copperbelt University questionnaire response

**TABLE 2 COPPERBELT UNIVERSITY: ACADEMIC AND RESEARCH STAFF (ACTUAL DATA, 2007)**

MAJOR FIELD OF STUDY	TOTAL NUMBER (HEADCOUNT)	NUMBER OF FEMALES	NUMBER OF MALES
Science, Engineering & Technology	78	6	72
Business, Management & Law	34	5	29
Humanities and Social Sciences	58	10	48
Other (Natural resources)	23	4	19
<b>TOTALS</b>	<b>193</b>	<b>25 (13%)</b>	<b>168 (87%)</b>

Source: Copperbelt University questionnaire response

Contact Details: URL: <http://www.cbu.edu.zm/>, Postal Address: PO Box 21692, Kitwe, Zambia Telephone: 260-2-225155

<sup>94</sup> All data presented in this section is headcount data.

## MULUNGUSHI UNIVERSITY

ESTABLISHED IN January 2008, Mulungushi University is still more a brave idea than a fully operational higher education institution. Starting with just 1 000 students in 2008, the projections are that enrolments will reach 10 000 by 2018. The brave idea upon which this brand new university is to be built is a combination of income generating activities and private/public partnerships.

Already, partnerships exist between the university and the Konkola Copper Mines operating in the Zambian copper-belt, and the university and the Massachusetts Institute of Technology in the United States.

Some of the income generating innovations already on the drawing board include promoting Mulungushi Rock as a tourist attraction; investing in the stock exchange; and establishing a commercial radio station. The university is also looking at opportunities for private sector participation: such as renting student accommodation, providing cafeteria and transport services, opening on-campus bookshops and other commercial ventures.

In the excitement of income generation and commercially viable partnerships, the core business of a university is not being ignored.

Two campuses are in the process of being developed. One, known as Town Campus, is rising on the site of the Zambia Railways Training School in the heart of Kabwe some 140 km north of Lusaka. The other, the main campus, is being built on a lavish site on the banks of the Mulungushi River 26 km north of Kabwe.

The academic structure of the university will be as follows. There will be three main schools: Business Studies, Social Sciences, and Agricultural Development Studies. Then three centres will increase the academic reach: the Centre for Labour Studies, the Centre of ICT education, and a Disaster Management Training Centre. In addition, an Institute of Distance Learning will promote that mode of academic delivery, while a Directorate of Research and Postgraduate Studies will co-ordinate these essential academic activities.



## UNIVERSITY OF ZAMBIA

IDEAS TO establish a university in Lusaka were shelved in 1953 when the Federation of Southern and Northern Rhodesia and Nyasaland was created. Almost a decade was to pass, which saw the dismantling of the Federation, before the idea was formally revived. A British academic led a commission to advise the government, and the result of its deliberation was the founding of the University of Zambia. The two main existing higher education institutions – the Rhodes-Livingstone Institute, a research institute dating back to the 1938, and the Oppenheimer College of Social Service – had been incorporated by mid-1965, and the new university moved into the Oppenheimer College premises that were being extensively expanded at the time. The University of Zambia began operating in March 1966.

At first, academic programmes were offered in three schools: Education; Humanities and Social Sciences; and Natural Sciences. As physical facilities developed, and specific needs were recognised, new schools were added: Law in 1967; Engineering in 1969; Medicine in 1970; Agricultural

Sciences in 1971; and Mines in 1973.

By 1975, the decision had been made to create two more campuses, one at Ndola 250 km north of Lusaka and a third campus at Solwezi in the northwest of the country. Onto the Ndola campus came the schools of Business and Industrial Studies in 1978; and Environmental Studies in 1981. By the late 1980s, two autonomous universities had been created: the University of Zambia in Lusaka and the Copperbelt University in the north.

Today, the University of Zambia has nine schools operating on the Lusaka and Solwezi campuses; and, in spite of high student/staff ratios, a special Directorate of Research and Graduate Studies articulates the university's ambition to become 'a centre of excellence in research and graduate studies that will contribute to the dissemination of new knowledge in Zambia'.

### FACTS AND FIGURES AT A GLANCE<sup>95</sup>

Based on 2007 figures, most of the students enrolled at the University of Zambia are full-time, contact students (7,983) together with some distance education students (1,785) and a small number of part-time students (354). Zambian nationals account for 10,049 of the student population, a total of 18 students come from other SADC countries and 55 from other non-SADC countries. It was also noted that 37 of these international students are students with refugee status.

**TABLE 1 UNIVERSITY OF ZAMBIA: SUMMARY OF ENROLMENT NUMBERS (ACTUAL DATA, 2007 FIRST SEMESTER)**

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY				
		UNDER-GRADUATE DEGREE/ DIPLOMA	POST-GRADUATE DEGREE/ DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE	OTHER QUALIFICATIONS (SHORT COURSES, CERTIFICATES ETC)
Science, Engineering & Technology	2,309	2,274	4	23	8	0
Business, Management & Law	436	396	23	13	4	0
Humanities and Social Sciences	6,533	6,351	9	165	8	0
Health Sciences	844	755	2	83	4	0
<b>TOTALS</b>	<b>10,122</b>	<b>9,776</b>	<b>38</b>	<b>284</b>	<b>24</b>	<b>0</b>

Source: University of Zambia questionnaire response

**TABLE 2 UNIVERSITY OF ZAMBIA: ACADEMIC AND RESEARCH STAFF (ACTUAL DATA, 2007)**

MAJOR FIELD OF STUDY	TOTAL NUMBER (HEADCOUNT)	NUMBER OF FEMALES	NUMBER OF MALES
Science, Engineering & Technology	185	27	158
Business, Management & Law	32	5	27
Humanities and Social Sciences	160	27	133
Health Sciences	95	24	71
<b>TOTALS</b>	<b>472</b>	<b>83 (18%)</b>	<b>389 (82%)</b>

Source: University of Zambia questionnaire response

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<sup>95</sup> All data presented in this section is headcount data.