

STUDENT WORK

Kind of work: Project

Study Programme: Global Knowledge

Name of subject: Quality of education : a case for Zambia and Norway

Main code GK 300

Subject code GK 300

Mutema, Bessie Mukasimate
Mwinga, Xavier
Subulwa, Majorie

Hand in date: 20th May, 2010

Number of pages: 45



QUALITY OF EDUCATION: A CASE FOR ZAMBIA AND NORWAY

TABLE OF CONTENT

INTRODUCTION.....

STATEMENT OF THE PROBLEM.....

Objectives.....

LITERATURE REVIEW.....

- Political documents; Zambia- Norway
- Quality of education; Zambia- Norway
- Gender; Zambia- Norway
- Culture
- Over-enrolment; Zambia- Norway
- Learning theories

METHODOLOGY.....

- Data collection
- Role and status
- Observation
- Reliability and validity
- Sampling

DATA PRESENTATION.....

- Over-enrolment: A case for Zambia and Norway
- Methods used in teaching: A case for Zambia and Norway.
- Gender: A case for Zambia and Norway.

DISCUSSION.....

CONCLUSION.....

- Appendix.
- Reference.

INTRODUCTION

Learning has been defined differently by different scholars to enlighten the world for whom formal and informal education is intended for and why any parent, guardian, community should take keen interest in education.

Learning takes place at different levels and with different age groups. Learning can be acquired consciously and unconsciously. Consciously in the sense that you are guided and aware that you are learning and unconscious in the sense that the learner does not realise that she/he is acquiring the knowledge or skill.

Prichard. A (2005:2) describes learning as “to gain knowledge of, or skill in something through study, teaching, instruction or experience”.

ZAMBIA

In Zambia, there is a long standing educational goal which is that every child who enters grade one should be able to complete grade nine. This goes back to the time when Zambia was still fighting for independence. At that time, the nationalist movement set a goal that every Zambian should be able to complete at least junior secondary school. (Educating our future, 1996)

Zambia is a low income country and for over four decades, it has largely depended on the export of copper for its foreign exchange requirements. The poor performance of both the Zambian and World economy, has negatively affected the well being of Zambia. For example, at the moment Zambia faces many challenges in the field of education because the economy is unable to finance its operations adequately. (Luchembe, 2009)

NORWAY

Universal schooling for children was introduced in Norway 250 years ago. From 1889, seven years of compulsory education were provided, 1969 this was increased to nine years and in 1997 to 10 years.

The Norwegian Government's vision of society encompasses a nation of tolerance and mutual respect, a society free of discrimination, where Citizens master the art of living together, and where everyone may feel included and safe - independent of cultural origin, political conviction or religious belief.

Knowledge, skills and capacity can make a better life possible. The Government also has a vision of Norway as an advanced society, a knowledge society ranking among the best in the world, and a society comfortable to make knowledge available and Competence to all Citizens, as well as to utilize the resources of all Citizens.

This cannot be reached without high-quality education and training available to all. Education for all is a basic of precepts Norwegian education policy. (ministry of education and research- National report, 2000)

STATEMENT OF THE PROBLEM

For a long time, people working on literacy and education were most looking at enrolment rates, the emphasis was on getting more kids into school. Recently, a big question has risen, which is; are they learning? Studies have shown that children are going through the school system but still cannot read,... so it is not only important to get children in school but also ensure that they are actually learning something.

([www.vimeo.com](http://www.vimeo.com/5998121) 5998121, 2009)

The aim of this paper is to find out how teaching methods, over-enrolment and gender have affected the delivery of quality education in Zambian and Norwegian schools.

OBJECTIVES

- To discuss the challenges of delivering quality education in Zambia and Norway.
- To assess the ideal teaching methods and strategies used by Zambian and Norwegian teacher to achieve quality education.
- To discuss the theories related to the delivery of quality education.
- To find out the challenges faced by learners in the acquisition of quality education in Zambia and Norway.

THEORETICAL

Policy Documents

Zambia

The first significant period of policy reform, from 1974 to 1977, occurred in the context of economic decline as a result of falling copper prices on the world market. As a result, expenditure on education fell at the same time as enrolments increased. Teachers' salaries grew as a proportion of the budget, but did not keep pace with inflation, and textbooks and teaching materials became scarce resources. Zambia began to rely on external aid in the form of loans, grants, technical assistance and commodity support. (Ngandu, 2003)

The first major educational policy pronouncements are contained in the *Educational Reform Document* (GRZ 1977). The policy emphasized education as an instrument for personal and national development. (Ngandu, 2003)

The 1990s saw resounding reforms in the Ministry of Education. The reforms were designed to improve the delivery of the education system that had substantially been declining since the 1970s, as earlier noted. Specifically, the education system suffered from gross low enrolments which failed to match the demand arising from rapid population growth. In addition, the Ministry was not able to sustain or improve the quality of education. (Ngandu, 2003)

The second major educational policy document was *Focus on Learning* (1992). It emanated from the *World Declaration on Education for all*, held in 1990 in Jomtien, Thailand. The conference stressed the importance of access to educational opportunities: "Every person: child, youth and adult shall be able to benefit from educational opportunities designed to meet their basic learning needs" (Art. 1). (Ngandu, 2003)

The 1992 policy, therefore, stressed the mobilization of resources for the development of school education for all, including children with special educational needs. (Ngandu, 2003)

The third educational policy document, *Educating Our Future* (1996), was a product of a lengthy and broadly-based consultation process involving various stakeholders, the entire field of formal institutional education, paying particular attention to democratization, decentralization and productivity on the one hand, and curriculum relevance and diversification, efficient and effective management, capacity building, cost sharing, and revitalized partnerships on the other. Flexibility, pluralism, responsiveness to needs, and the protection of quality are recurrent themes. (Ngandu, 2003)

One of the main purposes of the school system is to provide quality education to all students. The numbers enrolled in schools or participating in established programs are important, but much of the investment that these involve does not bear fruit unless children actually learn as a result of the opportunities provided to them. A well functioning education system should be able to point to evidence of the personal incorporation by children of useful knowledge, reasoning ability, skill and values. It's success should be judged by the success of the teaching- learning process in developing the analytic skills of children, promoting their ability to form and transfer concepts, enabling them to use knowledge as well as to acquire it, stimulating them to identify and solve problems, equipping them to express their beliefs intelligibly, empowering them to develop and live by a personally held set of values, *Educating Our Future* (1996:26)

Norway

Education for all is a basic precept of Norwegian educational policy. Children and young people must have an equal right to education, regardless of where they live, gender, social and cultural background or any special needs. All public education in Norway is free of charge, while kindergartens have parental fees.

Education must be organized in a lifelong learning perspective if we are to meet changes in society constructively.

(Ministry of Education and Research- Norway)

The overall objective of Norwegian educational system is to provide all children and young people with education and training of a high standard, independent of gender, place of residence, functional ability, ethnic or social background. Equal rights to education are at the core of the welfare state and they are a crucial means of enabling each individual to shape his or her own future. Learning is a lifelong process and the

provision of education and training and ways of learning must be tailored to suit individual needs. In Norway, all children are guaranteed and obliged to complete ten years of basic education from the age of six. After primary and lower secondary school, all teenagers have the right to three years at upper secondary school, at the end of which they may gain vocational qualifications or qualifications for entry into higher education. The Competence Reform gives all adults over the age of 25 the right to primary and secondary education. The reform also gives individuals the right to have their non-formal and informal learning evaluated and documented as a means of qualifying for further education. Despite this, investigations have shown that just under one fifth of pupils leaving primary/lower secondary school have poor results in core subjects. (Unesco 2003)

Although nearly all children in Norway go to school, this does not mean that everyone learns what they should, or that there is satisfactory educational provision for all pupils. The Government is concentrating its efforts on increasing the quality of educational provision in general... (Unesco 2003)

Quality of Education

Although the right to education has been reaffirmed on many occasions since the Universal Declaration of Human Rights was proclaimed in 1948, many international instruments are silent about the qualitative dimension of learning. Most recently, the United Nations Millennium Declaration, adopted in 2000, states that all children will be able to complete a full course of primary schooling by 2015 but makes no specific reference to its quality and yet achieving universal participation depends fundamentally upon the quality of education available. (Scarlet, 2009)

Brock-Utne (2000) in her book "Whose education for all (2000)" asserts that for many parents, the notion of quality encompasses more than simply a better school environment, more qualified teachers, and an adequate supply of text books. Quality also means relevance to local needs and adaptability to local cultural and economic conditions. (Brock-Utne, 2000)

Zambia

The quality of learning depends first and foremost on what happens inside the classroom especially the teacher's teaching strategies, his or her relationship with the learners as individuals and as groups or a whole class, how he or she motivates them and the total management of teaching and learning activities. Teachers should therefore, give this learning good direction and maximize its effectiveness (CDC, 2003)

Despite the above policy documents, the education system in Zambia is faced with many challenges hence affecting quality. Amongst the challenges are inadequate and some cases poor infrastructure, few teachers, and few instructional materials. They are a few schools and long distance from pupil's homes to school. (Banda, 2007)

Banda (2007) further explains that even though teacher ratio is 53.6, these are mostly located in urban areas. There are schools in remote parts of the country which have 1 to 2 teachers running grades 1 to 7. Most of the ministry of education budget has to go

towards paying emoluments. This leads to inadequacies in materials and equipment in schools. The introduction of free education at middle basic level has led to having more pupils in class at the same time creating pressure at high school which has inadequate number of teachers hence combining classes.

The quality of education and training provision in the sector has been adversely affected by the scarcity of resources which has necessitated the adoption of various strategies that are hostile to meaningful learning and quality provision. At school level, it has been necessary to have recourse to very large classes, to make wide spread use of double, triple and quadruple sessions, and to shorten the number of hours of classroom instruction. (Kalabula, 2000)

NORWAY

The Norwegian education system aims to be among the best in the world with regards to both academic levels and breadth of participation and completion rates. The quality of education and training is instrumental for qualities developed in society.

Quality has been a major underlying concern and an objective of all governmental efforts within education over the past ten years. Structural reform efforts to ensure access for all to education, efforts for integration and inclusion, as well as focus on the development of social skills and pupil / student Participation in education must be seen in this perspective.

Specific national programs with quality have been developed as a follow up to the school reform. A new programming, *Quality Development in the Primary School* was initiated in 2000, giving particular priority to lower secondary education.

The work under overtaken in quality development in school aims to raise the quality of teaching to make it more in tune with the framework of the Education Act. Local activities in particular aim to develop better conditions for *the individual pupil's learning and development*, and to develop and renew *teaching practices* and competence in each school.

Gender- General perspective.

The term `Gender` refers to the social construction of female and male identity. It can be defined as more than biological differences between men and women. It includes the way in which those differences whether real or perceived, have been valued, used and

relied upon to classify women and men and to assign roles and expectations to them. The significance of this is that the lives and experiences of women and men, including their experience of legal system occur within complex sets of differing social and cultural expectations. (<http://www.gdrc.org/gender/framework/what-is.html>)

The first and one of the strongest influences on a person's perceived gender roles is his or her parents. Parents are our first teachers not only of such basic skills as talking, walking but also attitudes and behavior. Some parents still hold traditional definitions of maleness and femaleness and what kind of activities are appropriate for each. Parents start early in treating their baby boys and girls differently... parents also tend to cuddle girls more than they do boys. They are also more likely to try new things and activities such as learning to walk and explore, than they are girls: parents tend to fear more for the safety of the girls. (<http://www.faqs.org/health/topics/8/Gender-roles.html>)

Culture has always been a powerful concept. Through history it has been used to define other people as inferior and subordinate. Culture is still used to explain how the "others" are. (Jensen, 2007)

Additionally, Schalkwyk, (2000), says that culture...is...the whole complex of distinctive spiritual, material, intellectual and emotional features that characterize a society or a group. It includes not only arts and letters, but also modes of life, the fundamental right of human being, value systems, traditions and beliefs.

Schalkwyk, (2000), says, expectations about attributes and behaviors appropriate to women or men and about the relations between women and men in other words, gender are shaped by culture. Gender identities and gender relations are critical aspects of culture because they shape the way daily life is lived in the family, but also in the wider community and work place.

Gender functions as an organizing principle for society because of the cultural meaning given to being male or female. This evident in the division of labor according to gender in most societies there are clear patterns of "women work" and "men's work", both in the household and in the wider community- and cultural explanation why this should be so. The patterns and explanations differ among societies and change over time. (Schalkwyk, 2000)

Zambia.

Milimo et-al (2004) say, in Zambia expectations, perceptions and stereo types about men and women as expressed through language communication, for example, through sayings and proverbs, may assist us to gain better insights into prevailing gender values and relations as well as the factors that influence changes in relations including: the sexual/ gender division of labor, roles and responsibilities in society; the relative position of women and men in society and the relationship between them.

Furthermore, Milimo et-al (2004) continues to say, an examination analysis of selected Zambian language sayings that influence expectations and perceptions of the roles of men and women may assist in achieving a better understanding of the prevailing gender

values and attitudes in the country...examples of sayings and proverbs are presented below;

`sina musali kimutu?' which translates as, is a woman a human being/person? This is a saying in the Lozi language of western province of Zambia which by emphasizing male superiority and women`s inferiority in society is clearly a conflict with the principle of gender equality. It even questions the worth and dignity of a woman, and represents a negative perception and portrayal of women in society. (Milimo et.al, 2004)

`kwapa tacila kubeya` which translates as the armpit can never be above the shoulder, this is a Bemba saying in which the armpit represents a woman, the shoulder represents a man. This saying emphasizes women`s subordination to men in all aspects of social life and at all levels of society. (Milimo et-al, 2004)

“Bana basimbi ndubono”, a tonga saying meaning “Daughters are wealth”, or means to acquisition of wealth. Females are valued for the wealth they bring to the natal family and conjugal family through their marriage payments and labor. They are not expected to own their or control their own labor nor the benefits of that labor. (Milimo et.al, 2004)

Norway

In Norway, equality is also a natural part of the Education Act, the Core Curriculum and the various subject curricula. Education and training are to be organized so that everyone can choose an educational path and a vocation that suits their own interests and abilities, irrespective of traditional gender role expectations.

Equality is to be integrated in all education so that everybody is ensured the same conditions and opportunities. There must be a foundation for everyone to have the same rights, obligations and opportunities, both in working life, in community life and private life. (Ministry of Education and Research, Action Plan for Gender Equality ; 2008-2010)

Norway is considered to be one of the most gender equal countries in the world. Still, a number of challenges to gender equality remain and new gender issues keep surfacing. Gender equality policies has been more or less successfully integrated into many areas, while other areas lag behind.

Roughly as many women as men have higher education. But women and men's choice of studies follows traditional patterns. While women tend to choose teaching, health and care services, men tend to choose technical subjects and natural sciences

Since 1985 more women than men have undertaken short tertiary education (four years or less). In 2002, less than 16 % of men had undertaken short tertiary education, compared to 20 % of women. However, the picture changes for tertiary education lasting more than four years: 7 % of men and approximately 3 % of women. Despite the increased numbers of women in higher education, over 80 percent of all professors are men. (Gender Equality in Norway)

Female teachers have long been in the majority in primary and lower secondary education, and the figure continues to increase: Seven out of ten teachers in primary and

lower secondary schools are women. Women are also making their mark in upper secondary education – the proportion of female teachers is now 45 per cent. In both primary and secondary education the proportion of women is far greater among the youngest teachers, a fact which indicates that women will make their mark in this sector in the future too. (Ministry of education and research, Statistics Norway; 2005)

The proportion of female teachers is 48 per cent at university colleges and 30 per cent at universities. There are great variations, however: Whereas 44 per cent of research fellows are women, this only applies to 16 per cent of professors. (Ministry of education and research, Statistics Norway; 2005)

CULTURE

In autonomy cultures, people are viewed as autonomous, bounded entities. They should cultivate and express their own preference, feelings, ideas and abilities, and find meaning in their own uniqueness. (Schwartz; 2004: 45)

Gayle and Knutson writes that Norwegians possess both individualistic and collectivistic tendencies. Norwegians are taught to put the needs of society above their own and to embrace a classless society. Simultaneously, however, Norwegians value personal independence.

In many collectivistic cultures, the primary value is harmony with others. Triandis observes that because group harmony is highly valued, obedience to and compliance with in-group pressures is routine. Once behavior is role based, and deviations from the prescribed role are discouraged and often negatively sanctioned.

Hofstede states that in low power distance schools, teachers expect a certain amount of initiative and interaction with students. The overall educational process is student-oriented. In class, students are expected to ask questions and perhaps even challenge their teachers. In organizations, decentralization is popular, were subordinates engage in participative decision making.

OVER- ENROLMENT

Zambia

Zambia was a relatively rich country at independence in 1964, but due to erroneous policies and the world economic crisis, the economy collapsed between 1975 and 1990. As a result, Zambia had to cut the budgets for education and the sector got severely under-funded. At the beginning of the 1990s, the education sector was in a deep crisis as a result of underinvestment for many years. Enrolment rates and literacy rates were falling and the lack of education of the population posed a real hindrance to the social and economic development of the country. (De Kemp A; 2008).

After the ministry of education went through a number of changes in policies as to improve the education sector, the government, through the help from donors and the world bank initiated BESSIP which addressed issues of access and quality improvement through provision of teaching and learning materials, curricular reform, training of teachers and mainstreaming gender, and decentralization of education management and administration. Through the implementation of the plan, the MoE sought to realize a 100 per cent enrolment by 2005 with the elimination of repetition and dropout at the same time.

(De Kemp A; 2008).

The introduction of free primary education and the abolition of school fees contributed to an expansion of enrolments in primary education. In Zambia, enrolments were stable until 2000, but then they increased by more than 60 per cent in 5 years. statistical development of enrolment in primary education shows that it raised from 1.5million in 1995 to 2.6million in 2005.

Table 2: Development of pupil-teacher ratios and pupil-classroom ratios *Pupil-teacher ratio*

	2000	2001	2002	2003	2004	2005	
Zambia	49	52	53	55	55	56	(De Kemp A; 2008)

Pupil-classroom ratio

	2000	2001	2002	2003	2004	2005	
Zambia	63	67	71	78	80	86	(De Kemp A; 2008)

The number of classrooms increased from 25,000 in 2002 to 33,000 in 2005. However, the investments could not keep pace with the large growth of enrolments. Despite the high investments in books and classrooms, there are still enormous shortages. Pupil-classroom ratios are far too high. In 2002, this ratio was 71 pupils to 1 classroom; in 2005 this figure had increased to 86 pupils per classroom... Despite the increase in the number of teachers, pupil-teacher ratios rose from 49:1 in 2000 to 56:1 in 2005. In order to cope with the shortage of classrooms and teachers, many schools still have double shifts in the lower grades, thereby reducing the contact time to no more than 2–3 hours per day.

As a result of the large growth in enrolments, Zambia came much closer to the realization of the MDGs on education. In 1999, about one in three children did not go to school; in 2005, this figure had decreased to less than one in ten. The dropout rate has declined as well. (De Kemp A; 2008)

LEARNING THEORIES

Pritchard (2005;4) says that from the sociological and psychological perspective, learning has made important inroads into the practice of teaching. Learning is divided into two branches; first there is behaviorism and second constructivism, which is an aspect of a very much larger field of understanding and study, that of cognitive psychology. Both ... but it is reasonably fair to divide learning theory into behaviorism; concerned with what can be seen happening- behavior. Constructivism rest on the idea that knowledge and more importantly, and understanding are constructed by individual learners and an understanding of the mental processes involved; the underlying structures relating to knowledge and understanding are deemed to be of prime importance.

Pritchard further, says for teachers, the most important aspect of the findings of research are related to what they can do in their planning and teaching in order to improve and enhance the learning experience and outcomes of those in their educational charge. When teaching is based soundly on the best available understanding of the process that lead to effective learning, it has a greatly improved chance of being effective. Pritchard states "in everyday terms, it is supposed that learning is the process of gaining more knowledge or of learning how to do something – ride a bike, for example". A basic understanding of processes of learning is essential for those who intend to develop activities that will have the potential to lead to effective learning taking place in classrooms, that is teachers. (Pritchard, 2005).

The Teacher Training Agency (TTA:2003) UK, states that the current standards that trainee teachers have to meet in order to obtain Qualified Teacher Status (QTS) do not explicitly refer to learning theory, but some part of standard required that trainees are able to teach using interactive teaching methods and collaborative group work and promote active and independent learning. Howard Gardner's work describes a picture of different intelligence strengths, including areas such as linguistic, mathematical, physical and more, which we all have in different proportions, giving each of us a different profile of intelligence which will affect the way in which we approach problems and the ease with which we might understand new ideas according to how they are presented. (Pritchard, 2005;5).

Drawing on the research of some countries in Africa, Jacques Hallak (1991) suggests that opportunities for education are ...He maintains that for many parents the notion of quality encompasses more than simply a better school environment, more qualified teachers, and an adequate supply of textbooks. Quality also means relevance to local needs and adaptability to local cultural and economic conditions. It must help children get on better in their daily lives. It must also help children adapt to other environments. (Brock-Utne, 2000: 14)

Oppressed pedagogy

Freire (2000) in his 'pedagogy of the oppressed' states that, dialogue must require an ever – present curiosity about the object of knowledge and thus dialogue is never an end in itself but a means to develop a better comprehension about the object of knowledge. He continues to say that if learners are not able to use the already acquired knowledge as a process to unveil new knowledge, they will never be able to participate rigorously in a dialogue as a process of learning and knowing. His conviction is that every human being, no matter how 'ignorant' or submerged in the 'culture of silent' he /she maybe capable of looking critically at the world in a dialogical encounter with the others. Provided with the proper tools for such encounter, the learner can gradually perceive personal and social reality as well as the contradictions in it, become conscious of his/her own perceptions of the reality, and deals critically with it. In this process, the old, paternalistic teacher – student relationship is overcome. (Freire, 2000).

In addition Freire stresses the need for a 'liberating education' which consists of cognition, not transferrals of information. It is a learning situation in which the cognizable object (far from being the end of the cognitive act) intermediates the cognitive actors – teacher on the one hand and students on the other. The students – no longer docile listeners – are now critical co-investigators in dialogue with the teacher. The teacher presents the material to the students for their consideration, and re-considers her earlier considerations as the students express their own. The role of the problem-posing educator is to create; together with the students, the conditions under which knowledge at the level of the doxa is superseded by true knowledge, at the level of the logos. Without dialogue, there is no communication and without communication there can be no true education. (Freire; 2000).

The dialogical approach to learning abandons the lecture format and the banking approach to education in favor of dialogue and open communication among students and teachers. In his method, all teach and all learn. The dialogical approach contrasts with the anti-dialogical method, which positions the teacher as the transmitter of knowledge, a hierarchical framework that leads to domination and oppression through the silencing of students' knowledge and experiences. (Funderstanding; 1998-2008)

Situated learning.

Lave and Wenger (1991), state that learning takes place in a context; the context may or may not be familiar to the learner. If the context is unfamiliar to the learner, learning will not proceed smoothly. Situated learning in part, suggests that skills, knowledge and understanding which are learnt, and even mastered, in one context may not necessarily be transferred successfully to another. The other aspect considered more relevant is the notion that learning can be situated in social and cultural settings and that if a learning activity falls beyond the cultural understanding of the learner then learning is likely at best, to be less successful than if it had been situated in a more familiar setting. (Pritchard, 2005).

A more radical situated learning has been put forward by Lave and Wenger (1991). Rather than looking to learning as the acquisition of certain forms of knowledge, they have tried to place it in social relationships – situations of co-operation... initially, people have join communities and learn at the periphery. As they become better competent, they move more to the 'centre' of the particular community. Learning is, thus, not seen as the acquisition of knowledge by individuals so much as a process of social participation. The nature of the situation impacts significantly on the process. (Bergersen A, 2004;31).

Jean Lave's and Etienne Wenger's concern here with learning through participation in group/collective life and engagement with the 'daily round' makes their work of particular interest to informal educators and those concerned with working with groups. (Smith, M. K. (2003, 2009)

Social – cultural.

Following Piaget's work, Vygotsky and Bruner came up with a 'social constructivist theory' perspective in which emphasis is placed upon interaction between the learner and others, the others can come in many forms. – it is the dimension of social interaction that is crucial to the social constructivist. Social constructivism gives a high priority to language in the process of intellectual development. Dialogue becomes the vehicle by which ideas are considered, shared and developed... it is very often the case that learning will take place in very different environment. Most learning does not take place in school. Any social interaction with anybody may well lead to learning. Working collaboratively, in pairs or small groups, is an obvious socially constructive approach to learning. (Pritchard,2005)

Vigotsky, provides for the application of socio-cultural learning theory. The important theorist underscored the dynamic interdependence between the social and individual process in learning. He emphasizes three major themes, first he contended that cognitive development, including high – order learning is rooted in social interactions and mediated by abstract symbols which he referred to as tools. Second, he asserted that these tools are not created in isolation but rather are products of the socio-cultural evolution of an actively involved individual. Third, Vigotsky viewed learning as a developmental or generic process. The general generic law of cultural development emphasized the importance of concentrating on the process by which higher functioning is established. In zone of proximal development (ZPD) he states that, instruction be directed more towards the high level of ZPD than the lower level of the zone. This implies that a learning experience should make the student stretch to meet high expectations. However, without an optimal mix of challenge and support, student growth and development are unlikely to reach full potential. Educators must provide appropriate support through structured activities in which students can interact with other students and faculty members to reach the highest level of development. Research related to traditional and clinical components of athletic training education reflects the basic tenets of Vigotsky's works. Mentoring, nurturing, modeling, student participation, and a humanistic orientation – all of which occur in a social environment – were found to be important factors in student development and learning. Furthermore, Mench and Ennis found that pedagogic strategies establishing positive relationship among faculty

and students were important in facilitating learning. (Socio – Cultural Learning Theory in Practice, 2002)

Since children learn much through interaction, curricula should be designed to emphasize interaction between learners and learning tasks. With appropriate adult help, children can often perform tasks that they are incapable of completing on their own. With this in mind, scaffolding—where the adult continually adjusts the level of his or her help in response to the child’s level of performance—is an effective form of teaching. Scaffolding not only produces immediate results, but also instills the skills necessary for independent problem solving in the future. (Funderstanding; 1998-2008)

METHODS

As a matter of principle this research applies to qualitative methods which seek to find out the ‘why’ of its topic through the analysis of data collected. Additionally, quantitative method is used in this study to determine the relationship between an independent variable and dependant variable. It is used to describe a phenomena with numbers.

To have a clear understanding of how the challenges in education affect the delivery of quality of education in Zambian and Norwegian schools despite the policy intervention put forward, we applied qualitative and quantitative methods in our research as well as to examine and analyze the teaching/ learning approaches used in Norwegian and Zambian schools.

Various methods can be used in educational research; One approach is to use quantitative method to answer research questions or test hypothesis when the constructs and their measures can be specified in advance of data collection, but also to use qualitative method to discover additional constructs that are relevant to the study’s goals. (Gall M. et al, 2007; 33)

We used qualitative method to understand simply as the analysis of words and images rather than numbers also naturally acquiring data- observation rather than experiment, unstructured rather than structured. (Silverman, 2002; 8) This means that we study things in their natural settings, attempting to make sense of, or interpret phenomena in terms of the meanings people bring to them. (Gall, 2007; 31) The data is seen as our presentations and construction of our informants’ representations of construction of their social world. However, we strongly believe that qualitative methods are most suitable for this study because we preferred meanings rather than behaviour- attempting to ‘document the world from the point of view of the people studied’ (Hammersley, 1992: 165).

During the research process, questionnaires were used. In Norway we gave out questionnaires to grade tens and teachers in Sogndal ungdomsskule and Feios. We also interviewed teachers at ungdomsskule. In Zambia questionnaires were given to both teachers and pupils in grade 9 because of the age. We wanted learners in the same age group to answer same questions, thus grade nines in Zambia would be of the same age as Norwegian pupils in grade 10.

Data collection

In our empirical collection of data, we first did a pilot questionnaire for both students and lecturers of HSF University College- faculty of education. This was to help us to have a focus on the real challenges faced by the pupils and teachers in Norwegian schools. During our teaching in March and April we observed, interviewed and administered questionnaires to teachers and learners at Ungdomsskulen and Feios. On the other hand relevant data was collected through questionnaires from three schools in Zambia namely Holycross, Mujala and Mukuni.

Role and status of the researcher.

Research is always seen as a complex matter because as a researcher you are viewed as an intruder and at the same time a member of the group and yet studying that same group. Therefore, you have to come up with a role that will enable you to be an observer and participant (Cohen, 2007: 178) noted that "research is always an intrusion and intervention into a social system, and, so, disrupts the system to be studied, such that the system reacts, often defensively.

Our research was done at ungdomsskule in sogndal and it being our first time the pupils and teachers viewed us as strangers especially being people of color. We had to establish a reason for being there with the help from our mentor Silje. As researchers, we were seen as coming 'without history' (Wolff, 2004: 198), 'professional strangers' (Flick, 1998: 59), we had to be accepted, become familiar... we had four roles to play as researchers; strangers, visitors, insiders and initiators. We essentially maintained the outsider role while also attempting to reach into the institution from an outsider's perspective (Flick, 1998: 60).

The limitations with regard to language barriers, the question of reliability and validity are also affected by status of the researcher during the process of researching, for example, if the researcher is fully considered as a guest when doing the research, the informants may hide negative information concerning that society. (Aase 2005) through out the research, we had to call attention to our status as students who wanted to learn more about the effects of the challenges faced in the delivery of quality education to reduce suspicion from the interviewees.

It was necessary for us to carry out interviews to further explore some matters arising from our observations. However, the status of the interviewer can be affected by the interviewee whether or not they have knowledge of social research, they are often more concerned with what kind of person the researcher is than with the research itself. They will try to gauge how far he or she can be trusted... (Hannersley, 1983: 78)

During the interview session, it was always a good idea to read the questions aloud to make sure that the questions are simple, understandable, and, not least, answerable. We carried out the interview in pairs, one was asking questions while the other was taking notes and checking if the questions were being answered. When one is listening to a conversation, it is easier to hear what would be relevant to ask about so when the first interviewer has gone through all his questions, the second one listening and taking notes is asked if he wants to ask any questions. (Jensen, 2007: 134).

Observation

The distinctive feature of observation as a research process is that it offers an investigator the opportunity to gather 'live' data from naturally occurring social situations. In this way, the researcher can look directly at what is taking place rather than relying on second hand account. The use of immediate awareness, or direct cognition, as a principal mode of research, this has the potential to yield more valid or authentic data than would otherwise be the case with mediated or inferential methods. (Cohen, 2007:396)

This is observation's unique strength that we felt like utilizing in our project. There are other attractions in its favor as Robson (2002:310) says, what people do may differ from what they say they do, and observation provides a reality check; observation also enables a researcher to look afresh at everyday behavior that otherwise might be taken for granted, expected to go unnoticed (Cooper and Schindle, 2001:374)

The use of this method helped us to focus much on events as they happen in a classroom, for example, the amount of teacher and student talk, the amount of off task conversation and the amount of group collaborative work. Further, it helped us focus on behaviors or qualities, such as the friendliness of the teacher, the degree of aggressive behavior or the extent of unsociable behavior among students. It also helped us to observe facts such as the number of books in a classroom, the number of students who visit the school library. (Cohen, 2007:396)

The observer role in qualitative research varies along a continuum from complete observer, through participant- observer and observer-participant, to complete participant. We took the role of the participant as observer, "as its name suggests, is part of the social life of the participants and documents and records what is happening for research purpose" (Cohen, 2007: 404)

As participant observers, we observed and interacted closely enough with the pupils and teachers to establish a meaningful identity within their group, however, we did not engage in activities that were at the core of the group identity. We maintained our researcher identity while actively participating in classroom activities and various

outdoor activities. However, we had hiccups as we were interacting with some pupils and teachers because we could not fluently speak and understand Norsk.

Reliability and Validity of observation method

We had to ensure that, as regards to reliability the observations had to be consistent and secure, with no variation in interpretation; not only was this a matter of one observer-consistence in his/her observation and recording- but also a matter of other observers. 'Trustworthiness' helped us to replace more conventional views of reliability and validity and that this notion is devolved on issues of credibility, confirmability, transferability and dependability. We used to record details of observations during or immediately after observations to ensure that our memory did not neglect and select data.

Questionnaire

The questionnaire is the first method we used in our data collection, first it was administered as a pilot to lectures and student teachers at Sogn og fjordane university college to give views about what quality of education is and how it can be enhanced. The process of operationalizing this questionnaire was to take a general purpose or set of purposes and run these into concrete, researchable fields about which actual data can be gathered (Cohen et.al, 2007:318)

This helped us to design questions that we thought would help gather more information from the Zambian and Norwegian teachers and pupils about the challenges that might compromise quality of education.

Questionnaires are widely used and useful instruments for collecting survey/research information, providing structured, often numerical data being able to be administered without the presence of the researcher and often being comparatively straight forward to analyze. (Wilson and McLean,1994)

The main reason as to why we opted to use word based and open ended questionnaires (as shown below) is to capture the specificity of a particular situation in this case, what the respondents thought are the challenges to the attainment of quality education. In addition, we felt open questions enable participants to write a free account in their own terms, to explain and qualify their responses and avoid the limitation of pre-set categories of responses. (Cohen, 2007:321)

Furthermore, open ended questions put the responsibility for and ownership of the data much more firmly into respondents hands. Open ended questions can also catch authenticity, richness, depth of response, honesty and candour, which are the, hallmarks of qualitative data.(Cohen et-al, 2007:330)

Administering of the questionnaire

A total number of 71 questionnaires were given to pupils and 14 questionnaires to teachers from Zambia. Also a total number of 29 questionnaires were given to pupils and 14 questionnaires to teachers from Norway.

The questionnaires for the Zambian and Norwegian teachers were self administered without our presence through our agents Barbara and Silje respectively. This was rather helpful in that it enabled the respondents to complete the questionnaires in private, to devote as much time as they wished, to be in familiar surroundings, and to avoid the potential threat or pressure to participate caused by the researchers presence. It can be inexpensive to operate, and is more anonymous than having the researchers present... it is also easier to be very honest and revealing about sensitive matters without the presence of the researcher as suggested by Cohen, (2007:344)

The questionnaire to the learners was administered in our presence and their teachers' in their respective classrooms. This was helpful in that it enabled any queries or uncertainty to be addressed immediately. Furthermore, it typically insured a good response rate.

However, our presence might have threatened and exerted a sense of compulsion, were respondents might have felt uncomfortable about completing the questionnaires, not wanting to complete it or even start it, as there was a major barrier of communicating in English.

To ascertain the validity and reliability of the data collected from the questionnaires collected from the Norwegian teachers, first, whether respondents who completed the questionnaires did so accurately and second, whether those who failed to return their questionnaires would have given the same distribution of answers as did the returnees, we therefore opted to address the question of accuracy by means of the interview method as a complement.

We as well had to discuss our questionnaire with our Global Knowledge assistant professor Ann Bergersen so that we did not miss the focus of the research. Apart from Ann, we also asked two lectures from the faculty of education to answer the questionnaire and their general views about the questionnaire.

Interview

The use of the interview in research marks a move away from seeing human subjects as simply manipulable and data as somehow external to individuals and towards regarding knowledge as generated between humans, often through conversations.

Furthermore, he remarks as an interview an interchange of views between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production and emphasizes the social situatedness of research data. (Kvale, 1996:14) Knowledge should be seen as constructed between participants, generating

data rather than *capta* (Laing, 1967:53). As such, the interview is not exclusively either subjective or objective, it is inter-subjective, (Laing, 1967:66)

The interviews were conducted in the staffroom and the choice of this method was to complement and concretize the data got from the questionnaires. The interview enabled the participants to discuss the interpretations of quality education and to express their challenges in their effort of delivering quality of education.

Cohen (2007:349) says that, the interview is a flexible tool for data collection, enabling multi-sensory channels to be used: verbal, non-verbal, spoken and heard. The order of the interview maybe controlled while still giving space for spontaneity, and the interviewer can press not only for complete answers but also for responses about complex and deep issues.

We carried out interview in order to go into depth and thus hear as much as possible about the challenges of delivery of quality education. Our interview had a specific purpose, question based and the questions being asked by one of us while others were recording making sure that the questions were being answered. (See appendix for questionnaires)

Administering of the interview

In the interview we used a 'standardized open-ended' type. We engaged our mentors, who in-turn contacted the other teachers and came up with an interview schedule and a list of those to be interviewed. Tuckman (1972) writes that the interviewer should inform the participant of the nature or purpose of the interview, being honest yet without risking biasing responses, and should strive to put the participant at ease. Throughout the interview we explained what happens, how, and the structure and organization of the interview, how the responses will be recorded and we asked for permission if this is to happen. These procedures were observed throughout the interviews. (See appendix for interview guide)

Validity and reliability in interviews

In interviews, inferences about validity are made too often on the basis of face validity (Cannel and Kahn, 1968), that is, whether the questions asked look as if they are measuring what they claim to measure. Validity was achieved through minimizing the amount of bias as much as possible. The source of bias are the characteristics of the interviewer, respondents, and the substantive content of the questions. More particularly, these include but not limited to; the tendency by the interviewer to see the respondent's in his or her own image, the attitude, opinions and expectations of the interviewer and misperceptions on the part of the interviewer of what the respondent is

saying... (Cohen, 2007:150). Therefore, by avoiding such characteristics helped us to collect valid and reliable data.

Reliability was as well achieved through the administering of the structured interview with the same format and sequence of words and questions for each respondent, Silverman. 1993. The change in wording, context and emphasis undermine reliability because it ceases to be the same question for each respondent (Coppenheim,1992:147). Thus maintain the same questions for all our interviewees.

Our interviews had open-ended questions to enable our respondents to demonstrate their unique way of looking at challenges affecting the delivery of quality education.

SAMPLING

The quality of a piece of research stands not only by the appropriateness of methodology and instrumentation but also by the suitability of the sampling strategy that has been adopted. (Cohen 2007: 100)

Sampling is a process of selecting units for example, people from a population of interest so that by studying the sample we may fairly generalize our results back to the population from which they are chosen.(Trochim,2006)

We therefore used a non-probability sample (also known as purposive sample) to obtain data from a small group or subsets of the total population in the respective schools in such a way that data collected is a representative of the total population under study. Furthermore, we had to ensure that access is not only permitted but also in fact practicable as we were to be on practice in Sogndal and Feios skule for three and one week respectively. In Zambia, questionnaires were answered over a period of three weeks.

Our target groups were the grade 9 and 10 pupils in an urban and rural setting both in Norway and Zambia. We selected teachers and pupils because they did suit the purpose of the study. The goal for this selection was to get rich information with respect to the purpose of our study.

The reason for choosing teachers was that they know and demonstrate experience. They are experts in the system of education, they know what is involved in the delivery of quality of education. We believed it was the best way to elicit the views of persons who had specific knowledge also it provided evidence for the validity of our project.

SAMPLE SIZE

In Norway, sogndal ungdomsskule, 4 teachers were interviewed and 4 questionnaires were answered and 18 pupils answered the questionnaire. In Feios, 3 teachers were interviewed and 3 answered the questionnaire while 11 pupils answered the questionnaire.

In Zambia, 4 teachers from rural and 10 from urban answered the questionnaires and 46 pupils from urban and 25 from rural also answered. We did not carry out interviews in Zambia because we could not travel there. The findings from all the schools would help in the analysis of policy documents on quality education and some challenges affecting the delivery of quality of education.

EMPIRICAL: PRESENTATION OF DATA

OVER-ENROLMENT: A CASE FOR ZAMBIA AND NORWAY.

We received a total number of 14 questionnaires from Zambian teachers. 10 questionnaires came from teachers in the urban schools and only 6 were selected because the other 4 had missing parts to their answers. 4 questionnaires were from the rural school and we do not know how many were administered because we used our agent since we could not travel to Zambia.

Out of the questionnaires received, 6 teachers from urban and 4 from rural schools strongly agreed that over-enrolment and inadequate staffing has a negative effect on quality education.

In Norway, a total number of 7 questionnaires were given to teachers, 4 of which were administered at Sogndal ungdomsskule and 3 were administered at Feios skule. Out of the 4 questionnaires given at ungdomsskule, only 3 answered the question on over-enrolment and teaching staff of which 2 strongly agreed whereas 1 strongly disagreed. In Feios, out of the 3 questionnaires all were answered and they all strongly agreed to over-enrolment and inadequate staffing as having a negative effect on quality of education.

UNGDOMSSKULE

We conducted interviews at ungdomsskule and Feios so that we get a deeper understanding of over-enrolment and inadequate staffing. 4 teachers from ungdomsskule were interviewed and these were their responses;

Teacher 1: said he had 30 pupils and thought they were too many for him. His preference was 20-25 pupils, "this affects interaction or attending to them on individual basis." He also agreed that the teaching staff was adequate.

Teacher 2; said there is over-enrolment has 29 pupils. "contact with every child is difficult, at least 24 pupils. On teaching staff, he said they had adequate.

Teacher 3; said over-enrolment is a problem in that it is difficult to give feed-back to pupils and motivate them. She preferred 24 pupils and said they had adequate teaching staff.

Teacher 4; said over-enrolment is a problem when it comes to the use of computers. Her dream class is 15. She also said they had adequate teaching staff.

FEIOS

Teacher 1; said there is no over-enrolment at the school but the teacher said inadequate teaching staff can have negative effects.

Teacher 2; said there is no problem of over-enrolment but said it is difficult to teach a class of 30 pupils.

Teacher 3; said there is no problem of over-enrolment and inadequate teaching staff.

FINDINGS ABOUT METHODS USED IN TEACHING

A CASE IN ZAMBIA

Teacher's Responses to the questions;

1.What methods of teaching do you think are effective and why?

NB: this was an open ended questions.

Urban

- Demonstration method – it gives learners an opportunity to see practically how something is done while the teacher himself/herself or another learner demonstrates.
- Discussion method – this is good because the pupils are involved in the discussion.
- Question and answer – it is effective if the teacher wants to find out about the pupil's knowledge of facts about certain things, for example, who is the president of Zambia? Mr R. Banda.
- Group work – because the shy pupils are free to participate when they are in small groups. This can motivate them to participate even in a large group (class).

Rural

- Group work – everyone is engaged and are free to interact with each other.
- Question and answer – makes pupils critical in the lesson.
- Discovery method – helps pupils have the actual information.
- Individual method – in order to evaluate each person's performance.

Most of the methods mentioned by teachers in urban schools supported child participation and learner centered approach while in rural schools, teachers supported both individual and learner centered methods.

1. Our teaching methods foster the development of a constructive and analytical mind (ratings)

Urban

- Out of the 6 questionnaires given, only 5 strongly agreed to the above statement and only 1 agreed.

Rural

- From the 4 questionnaires received, all strongly agreed to the statement above.

All teachers agreed that teaching methods used foster the development of a creative and critical mind of a learner.

PUPILS' RESPONSES;

We received 71 questionnaires from pupils in Zambia. Out of the 71, 69% of the pupils answered that they learn best when they participate in the lessons and discussions in groups, 18% said they learn best individually and when the teacher is lecturing and 13% did not give answers to this particular question.

From the responses above we can deduce that pupils prefer learning in a more participatory way and when they are involved.

A CASE IN NORWAY

Teachers' Response to the question;

What methods of teaching do you think are effective and why? (NB:this question was open- ended)

Ungdomsskule

- Teaching pupils in smaller groups according to their intellectual level, in this way, you can reach the pupils better.
- To be clear
- Role modeling for example problem solving, relevant material, goal focused learning, variation in methods and tasks.
- By using different strategies, we can meet all students.

FEIOS

- Being practical in the way you teach. Connect the theory to practical exercises you also have to repeat basic skills often.
- It depends on whom you are teaching. Different methods for different students. I like being practical. I feel that being practical also makes the strong students reach their goals easier. It is important to make the students show what they know to others. By doing that, you have to know what you are talking about.

Most teachers did not answer the question precisely making it difficult for us to identify the methods from what they wrote.

Our teaching methods foster the development of a constructive and analytical mind (ratings)

Ungdomsskule

- Out of the 4 teachers who answered the questionnaire, 3 strongly agreed to the statement above and only 1 disagreed.

Feios

- Out of the 3 teachers who answered the questionnaire, 2 strongly agreed and 1 disagreed to the above statement.

Teachers in both schools agreed that the teaching methods they use foster the development of an analytical and constructive mind.

INTERVIEW

We had to carry out interviews because of the few questionnaires received from both schools in Norway as such could limit our research, therefore, we saw it wise to increase the number by interviewing 4 teachers at ungdomsskule and 3 at feios.

The following were the responses to the question; what teaching methods do you use and why?

Ungdomsskule

Teacher 1; conversation (dialogue), games, group work with the learners in deciding how to reach their goals. It helps pupils evaluate their challenges in their work covered, helps the teacher in the documentation of results and in motivating learners.

Teacher 2 ; engaging in dialogue of different oral and other grammar lecture methods. Learning by doing.

Teacher 3; lecture method, pupil to pupil talk (interaction).

Teacher 4; walking around in the classroom to assist learners making sure they have understood.

Feios

Teacher 1; problem presentation (whole group) and then individually or small groups.

Teacher 2; varying the methods, practical for them to understand theory.

Teacher 3; vary methods, talk to pupils to find out how they would want to learn best.

At least, from the interview we were able to deduce the different methods teachers use in teaching. It is clear that teachers use a variety of teaching methods in their lessons.

Pupils' responses to how they learn best.

Ungdomsskule

From the 18 pupils that answered the questionnaire, 12 said they learn best when they participate and discuss in class, 3 said they preferred the teacher teaching alone while 1 preferred individual learning. 2 of the pupils gave the following responses;

Pupil 1; “both,” that is, when the teacher is talking in front alone and when he/she participate in the discussion.

Pupil 2; “it depends on which teacher it is”.

Feios

Out of the 11 pupils that answered the questionnaire, 8 said they learn best when they participate and discuss in class while 3 said they learn best individually.

FINDINGS ABOUT GENDER

Zambian teachers’ responses to the question; do gender differences in teachers affect learning?

Rural

1 male teacher strongly agreed to the above statement whereas 2 strongly disagreed and 1 female teacher strongly agreed.

Urban

2 male teachers agreed to the statement above while 2 female teachers strongly agreed and 3 strongly disagreed.

Norwegian teachers’ responses

Ungdomsskule

There were 4 teachers that answered the questionnaire. 2 male teachers strongly disagreed to the question above while 2 female teachers agreed.

Feios

3 teachers from feios answered the questionnaire. 2 male teachers strongly disagreed as well as 1 female teacher.

Interview

Responses from teachers to the question; whom do pupils prefer as teacher, male/female and why?

Feios

Females:

Teacher 1; it does not matter, they need both.

Male:

Teacher 1; it depends on the person.

Teacher 2; it does not matter, it is just the way you are as a teacher.

We conducted an interview hoping to get more detailed information but still the answers given were not adequate.

Ungdomsskule

Teachers' responses to the question; do gender differences affect the learner's performance? (do you know the gender which learners prefer most?)

Male:

Teacher 1; some pupils need male teachers because they do not have fathers. Their background detects what gender they would prefer, most of those that come from broken homes have such traits.

Teacher 2; yes, some prefer male and some female and some both. He believes that this affects learners' performance in a way but there is need for both sexes to be role models.

Female:

Teacher 1; gender makes pupils learn in different ways. Boys are fond of computers, girls think more about the content of their work. Not sure but few males are respected more than female as in females this comes over time.

Teacher 2; yes in way, for example, the boys seem to have much respect to their fathers than mothers and the interest of the father towards school will either motivate or demotivate them.

Responses from pupils on the question; whom do you prefer as teachers, male or female and why?

Ungdomsskule

Girls:

- Female- because I am a girl myself and I feel the female teacher understands me more
- Female- they are kinder and not gloomy.
- Female- because they often have a better way of teaching. They also treat the students better, they do not get as mad as male teachers.
- Female- because it is easier to have a teacher with the same sex.
- Female-often much more tidy in their heads (but male can also).
- As long as he/she is good at teaching its ok. It is the same if it is male or female.
- Female teachers are best because they are so kind and friendly (most of them) and they have time to help everybody.
- Female- they are often better at teaching.
- Both.

Boys

- I do not know maybe female.
- Do not want to answer, it is the same.
- It is the same, often the males are very angry.
- Both, I like some variations.
- Female- because I think I learn more from the females.
- Both- because it is good with some males and some females.
- Female- (more patient).
- Do not want to answer that, never favoring anyone.
- Female.

Out of the 18 pupils only 17 answered this question.

Feios

Girls

- I really do not care what gender my teacher is. I find the abilities of her/his ways of conveying the importance of their knowledge in a good way so the students can get something out of it.
- I can have a male and a female teacher. It does not matter to me what kind of male or female. The important thing is that they know what they are teaching to us and that they are good at it.
- I am not sure but I think the female is the best because I am safest with females.
- I do not care about that but it should be 50/50 maybe.
- It is the same for me if it is a male and female. It is just important that I like the person.
- That is the same, a teacher is a teacher.
- I do not prefer anyone, male or female.

Boys

- That does not matter if it is a male or female.
- They are the same.
- Male- because it is easier to understand the male teachers.

Pupils' responses to the question; are you treated as equals, boys and girls?

Feios

Boys: all the 3 boys said yes to the question whether they were treated as equals

Girls: all the 8 girls agreed to say they were treated as equals.

Ungdomsskule

Boys: 6 boys agreed to being treated equally, 1 said no and 1 said at times.

Girls: 9 girls agreed to being treated equally and 1 did not answer.

Pupils' responses from Zambia;

Urban

Girls: 13 girls preferred male teachers while 10 preferred female and 4 said they preferred both teachers, male/female.

Boys: 5 boys preferred male teachers whereas the other 5 preferred female, 2 preferred both teachers and 2 did not answer this questions.

Below are sampled responses;

Girls:

- I prefer male teachers because male teachers do not feel ashamed to teach girls only or both boys and girls, for example, when learning science, when the topic is reproduction system, males are not ashamed to teach.
- A female teacher because she will give advise that will help me in future,
- Prefer female because they are mothers by nature.
- Prefer male because they teach when they mean teaching and are at least feared by pupils because most pupils do not fear female teachers.

- Prefer male teacher because most of the male teachers do not have many things to do like having functions, parties, cooking, taking care of the children.
- Male teachers because they do not favor pupils in class, most of them are fair.
- Prefers both because they are all the same and what you will learn from a male teacher is what you learn from a female teacher.

Boys:

- Prefer male teachers because you cannot get disturbed, for example, the female teacher did not dress properly, you will get disturbed.
- Prefer female because male teachers favor girls.
- Prefers both because they will all teach what they have planned.

Rural

Girls: 7 preferred male teachers, 12 preferred female while 2 preferred both teachers.

Boys: 3 preferred male teachers while 3 preferred female and 2 preferred both. 1 did not answer this answer.

Below are sampled responses

Girls:

- Females because I am free to ask anything I want from them.
- Prefer male because when he is teaching we have to pay attention.
- Prefer male because I am free ask questions.
- Prefer female because she explains “things” to girls.
- Prefer male because they do not boast too much.
- Prefer female because they have more mercy than male and some male teachers beat.
- Prefer male because they know a lot in mathematics than a female teacher.
- Prefer both because teaching is not about sex rules.

Boys:

- Prefer male because am also male and during science I can be free to ask.
- Prefer male because I understand them very well.
- Prefer female because they are good to pupils and humble themselves.

Responses to the question; are boys and girls treated as equals in class?

Urban

Girls: 21 said they are treated equally and 8 said they are not treated equally.

Boys: 5 agreed to being treated equally while 2 disagreed.

Sampled responses;

Girls:

- Mostly not because a boy maybe intelligent than the others, instead of the teacher to encourage, they will be saying, “be like him, you lazy pupil” mostly this makes us girls sad.
- No, because some teachers like boys than girls because they know that girls do not usually participate in class.
- We are not treated equally because if a teacher is a male will always choose girls.
- No, girls are not usually punished unlike boys.
- No, because some teachers like girls than boys.
- No, because girls are not like boys and boys are stronger than girls.

Boys:

- No, boys are not treated well because most teachers do not like boys.
- Yes, because the teacher chooses either a boy or girl to be captain in class.

Rural

Girls: 14 said they are treated equally and 6 said they are not. 1 did not answer this question.

Boys: 7 said yes to being treated equally while 3 said they are not equally treated. 4 did not answer this question.

Sampled responses;

Girls:

- No, because some boys are treated by men some by women.
- No, because boys do well, for example in mathematics, and so are favored by teachers.
- Yes, because in class we learn same subjects. No one is specially.

Boys:

- No, because are more powerful.
- Yes, because when we are given work together and when we are late we are all punished the same.
- Yes, because of gender issues.

Most pupils did not give reasons to why they are not treated equally.

Our general observations during practice at Ungdomsskule and Feios

Methods used.

We observed that most of the teachers used individual and learner centered methods. At ungdomsskule during a lesson in English the teacher introduced a topic, asked the pupils questions also pupils were given time to ask questions about the lesson taught. Pupil were later given individual tasks to do, worked in pairs and in groups. It was in these groups that some pupils did not participate but rather left one member of the group they thought was intelligent to do the tasks given. We did not see the teacher to encourage

others to participate in their groups. We could see pupils refuse to participate in the discussions and also refuse to write and no reaction came from the teacher.

The use of music during another English lesson, pupils were asked to pick a song of their favorite artist, listen to it at home and then play it to the class, give the meaning of the song and the reason for their choice. When the teacher was asked why she used this method, the response was that it was one of the ways pupils could learn English using something they were interested in. However, our observation was that the type of music that was being played was rock and roll. The language and meaning of the song was hidden such that most learners could not give the true meaning of the songs.

Feios being a multi-grade school, teachers used a variety of methods like group work, individual, discussion and role-play depending on the grade and abilities of the learners. Slow learners were seen immediately in class during individual work and the fast learners were not left out but given more work. Teachers used a number of techniques like singing, dancing and physical education to motivate the learners.

Enrolment

At ungdomsskule, we observed that they had a manageable number of learners in each class, about 29 pupils, though the teachers complained that they were many such that during lessons they would divide them into two groups. The two groups would swap lessons but maintain the same teachers. This was not the case in Feios for it is a small place with few pupils. The grade 1- 4 class had 9 learners, grade 5-7 class had 7 learners while the 8-10 class had 11 learners. At feios it was easy for teachers to interact with each learner, attend to each learners' individual needs and there was that closeness between them. The learners also had that close interaction amongst themselves.

Gender

At ungdomsskule, the boys in the 10th grade bullied the girls such that the girls felt intimidated and did not participate fully in group work and during question and answer but given individual tasks, girls did very well. We also observed that in the 10th grade pupils showed more respect to the male teacher than the female teacher. We could see that when the male teacher entered the classroom, the pupils kept quiet, paid attention and did the tasks he gave them unlike with the female teacher. In the 8th grade, the girls participated actively in group work and orally showing a sense of determination. The boys were too playful and destructive. One teacher told us that some pupils tend to have a preference of male teachers because from their homes they lack either fatherly/motherly care. In Feios there were no gender disparities that we observed.

During informal discussion, one of the teachers told us that some pupils do not have respect for the teachers and do not value education because of family fortunes. Further, the teacher complained that pupils with the parents' influence could take leave from school at will without asking for permission, they only informed the teacher. One boy just informed the teacher that he would be going to watch a football match in England (UEFA- champions league). He went on to say pupils and parents have no regards for the teachers and their children's education. When the school invited a resource person with vast experience in photography to lecture in photographing techniques and use of advanced equipment, to our dismay he told the pupils that school was nothing and one could still make it in life without education. This equally disappointed the teacher who was seated next to us and at the same time our interpreter. This confirmed our earlier

observations that we had of pupils not valuing education as evident from how they behaved.

Some pupils were asked what motivates them to come to school but all they said was, “nothing”, “friends”, “skating” and “just walking from home to school”. Their lack of interest in education could be seen in classes where pupils could have earphones on and chatting on the computer during a lesson or while writing class tasks. Learners seemed to value their hobbies more than their academic work. Some learners lacked self confidence in that when given a task to write and present, some of them could say they had not written anything and were not ready to present but upon checking their computers and books it was surprising to find that they had completed but just not willing to share their work.

Some teachers at ungdomsskule did not fill in the questionnaire form as we had anticipated. This could be a matter of their culture where they say time is money, ethnicity or they cared less. Where they did not understand, we expected them to ask for clarity but no one did so.

At Feios, pupils had great respect for their teachers and one another. We saw older pupils assisting younger ones in all activities.

DISCUSSION

GENDER -Zambia

Gender in Zambia focuses on disparities in women’s roles and limited opportunities for women in relation to those of men. Without an improvement on women’s rights and participation in social and economic life, it will be impossible to achieve sustainable development and reduce poverty and violence.

Gender equality in education goes beyond access refers to the goal of ensuring that girls and boys have equality access opportunity in quality education. Equality in outcome refers to boys and girls achieving education outcomes based on individual efforts and talents and are not gender biased. (5th National Development Plan)

25% of the male teachers at a rural school in Zambia strongly agreed that gender differences in teachers affect learning. It could be that they are enlightened with gender policy in Zambia since they did their training from 2000 onwards.

29% of male teachers in urban school strongly agreed that gender affects learning. These might have the same enlightenment as those in rural areas.

The statistical data from the two urban schools show that 42% of the female teachers strongly disagreed that gender differences affect learning. This could be due to culture. Through history, it has been used to define other people as inferior and subordinate. Culture is still used to explain how the “others” are. (Jensen; 2007) An example is given of a Zambian proverb which states that; `kwapa tacila kubeya` which translates as the

armpit can never be above the shoulder, this is a Bemba saying in which the armpit represents a woman, the shoulder represents a man. This saying emphasizes women's subordination to men in all aspects of social life and at all levels of society. (Milimo et-al, 2004)

40% girls from a rural school in Zambia preferred female teachers and 23% preferred male while in the urban school 24% of the girls preferred female teachers and 32% preferred male teachers. Some of the responses from the school were; "I prefer female because I can ask anything in class and that female teachers are compassionate and give advise that will help me in future". Girl child associate herself much with female teachers because of our culture as Zambians. Schalkwyk, 2000, says;... Gender identities and gender relations are critical aspects of culture because they shape the way daily life is lived in the family, but also in the wider community and work place. It is common in Zambia to separate girls and boys and teach them different skills with regard to gender roles.

Some parents still hold traditional definitions of maleness and femaleness and what kind of activities are appropriate for each. They start early in treating their boys and girls differently. (<http://www.faqs.org/health/topics/8/Gender-roles.html>)

The learning environment makes the girl child learn or not learn. When they see a female teacher, it becomes easy for them to learn as this situation is more familiar to the one at home. As Lave and Wenger (1991), states that... learning can be situated in social and cultural settings and that if a learning activity falls beyond a cultural understanding of the learner then learning is likely at best to be less successful than if it had been situated in a more familiar setting. (Pritchard; 2005)

With this, girls grow up distancing themselves from the males in society. They go with this trend to school hence lagging behind in receiving quality education. As it is now in Zambia, most teachers in rural areas are male because the females cannot stand the poor conditions. Therefore, the girl child in rural Zambia will continue to remain behind in education because of such cultural values.

The based constraints to education tend to be more pronounced in rural areas due to the fact that the environment is normally more accommodative of gender inequality. Rural areas display more strict adherence to traditional cultural values, attitudes and practices. As such practices are detrimental to girl's education. (UNESCO; 2005)

One of the responses from the pupils at a rural school was; I prefer female because she explains "things" to girls. Culturally in Zambia, girls are not valued as the way boys are, thus, female teachers act as role models to girls who later feel valued despite the Zambian proverb which emphasizes male superiority in society; "sena musali kimutu" which translates as, is a woman a human being/person. (Milimo et al; 2004)

We saw that 32% girls in urban chose male teachers giving their responses as; I prefer male because male teachers do not have many things to do like having functions, cooking, taking care of the children. In our society, females have a lot of roles to play. They are mothers, wives, teachers and community workers. As Schalkwyk, 2000, says, the division of labor is according to gender, in most societies, there are clear patterns of

“women’s work” and “men’s work” both in household and the wider community and cultural explanation why it is so. (Schalkwyk, 2000).

It could be a reason why the pupils prefer male in that female teachers are busy with household chores and other community ventures.

Another pupil said; I prefer male teacher because they do not feel ashamed to teach girls only or both boys and girls, for example when learning science and the topic is reproduction system, males are not ashamed to teach. Culturally, women in Zambia are expected to behave, talk and present themselves in a certain way in their work places. A female teacher teaching reproduction will be restricted by culture to fully express herself during the execution of the lesson, therefore, denying the learners the much needed attainment of quality knowledge. Like Schalkwyk, 2000, explains that expectations about attributes and behaviors appropriate to women or men and about the relations between women and men in other words, gender, are shaped by culture.

10% of the boys from a rural school in Zambia preferred male teachers and 10%, female whereas in the urban school 12% of the boys preferred female teachers and 12% male teachers. Boys receive less guidance on how to go about life from home but they are let loose and told to take control of their life when very young. Parents are our first teachers not only of such basic skills as talking, walking but also attitudes and behavior... they tend to cuddle girls more than they do boys. They are also more likely to try new things and activities such as learning to walk and explore, than they are girls: parents tend to fear more for the safety of the girls.

<http://www.faqs.org/health/topics/8/Gender-roles.html>.

This could be why the boys have less preference for who should be their teacher, male or female, because they can take care of themselves and have control of their studies unlike girls who are told in the beginning that they are weak and need someone to take care of them in whatever they do. Many parents expect and encourage boys to be more active.

This can build self confidence in them. Parents tell the boys that they are powerful, strong and can achieve anything in life like one of the Zambian proverbs which says, “akaume takachepa” meaning a boy can never be small despite his age. Unlike girls who are perceived as people who cannot control their life and own labor but are viewed as persons that will bring wealth through marriage to their families. As the proverb says, “bana basimbi ndubono” meaning daughters are wealth or means to acquisition to wealth.

To conclude the above gender findings in Zambia, we can say that gender preferences differ from rural and urban especially with the girls. The boys in both rural and urban schools have equal preferences whereas the girls have differences. In rural, girls that preferred female teachers were more than urban girls. On the other hand there were more girls preferring male teachers in urban than in rural.

Culture has an influence on this... in that gender identities and gender relations are critical aspects of culture because they shape the way daily life is lived in the family, but also in wider community and work place. (Schalkwyk, 2000).

Culture can be a hindrance to education as it emphasizes much on gender differences. Learners from home come in to school with expectations and perceptions that influence their way of thinking about the roles of men and women. These roles emphasize male superiority and female inferiority. Thus, affecting how male or female teachers are perceived by learners and this affects their learning process. Learners may lack

confidence in a particular gender depending on the place either urban or rural, leading them not to take seriously in to consideration what they have learnt either from a male or female teacher.

Norway

Gender

At Ungdomsskulen, the male teachers who answered the questionnaire strongly disagreed that gender differences affect the learning process. Despite the male teachers strongly disagreeing, gender inequalities can be seen in the education sector especially in higher institutions of learning. According to gender equality in Norway,... more women than men have undertaken short tertiary education (four years or less). In 2002, less than 16 % of men had undertaken short tertiary education, compared to 20 % of women. However, the picture changes for tertiary education lasting more than four years: 7 % of men and approximately 3 % of women. Despite the increased numbers of women in higher education, over 80 percent of all professors are men. (gender equality in Norway)

After interviewing other male teachers, we discovered they had different answers. They agreed to say that gender differences affect the learning process. Some of their responses were; "some pupils need male teachers because they do not have fathers. Their background detects what gender they would prefer, most of those that come from broken homes have such traits", "yes, some prefer male and some female and some both". He believes that this affects learners' performance in a way but there is need for both sexes to be role models".

Learners who come from single-parent homes, for example without a father, may prefer male teachers but since statistics show that there are more female teachers in the primary and lower secondary schools it might disadvantage such learners. Female teachers have long been in the majority in primary and lower secondary education, and the figure continues to increase: Seven out of ten teachers in primary and lower secondary schools are women. (Ministry of education and research, Statistics Norway; 2005).

From the above, we can assume it could be the reason why most female pupils at Ungdomsskule answered the way they did to the question; which gender they preferred for a teacher. Some of their responses were; prefer female to male teachers because male are harsh and too hard, female because they have a better way of teaching and do not get as mad as male teachers. Another one said female teachers are often better at teaching.

Learning theories (methods)

From the pupil's responses above we can assert that learners learn best when they are involved. This could probably be the reason as to why they chose female teachers who seemingly use methods that are interactive and collaborative. When the learners were asked how they learn best, 67% said they learn best when they participate and discuss during lessons. To be certain of the learners responses, a similar question was asked to

teachers as to what methods of teaching they thought were effective. Their responses were; teaching pupils in smaller groups; engaging pupils in dialogue and participation. The methods from the teachers' responses can be linked to theorists like Freire who says that the students no longer docile listeners are now critical investigators in dialogue with the teacher... without dialogue, there is no communication and without communication there can be no true education. (Freire; 2000)

Vygotsky and Bruner also in their social- cultural theory say that most learning does not take place in school. Any social interaction with anybody may well lead to lead to learning. Working collaboratively, in pairs or small groups, is an obvious socially constructive approach to learning. (Pritchard; 2005).

Gender

In Feios, a much more rural place, all boys and girls that answered the question which teacher they prefer, male/female, said; I really do not care what gender my teacher is. I find the abilities of her/his ways of conveying the importance of their knowledge in a good way so the students can get something out of it; I can have a male and a female teacher. It does not matter to me what kind of male or female. The important thing is that they know what they are teaching to us and that they are good at it. This shows that gender preference is not so much in Feios. Cultural values like beliefs, family ties still exist as Schalkwyk, 2000, says culture not only includes arts and letters, but also modes of life, the fundamental rights of human life, value systems, traditions and beliefs. Gayler and Knutson wrote about Norwegians, for example, possessing both individualistic and collectivistic tendencies. Norwegians are taught to put the needs of society above their own and to embrace classless society. Simultaneously, however, they value personal independence. (Neulip; 2006: 45). It is against such a background that we were able to see the differences exhibited in these two places. In ungdomsskule, it being a big town with a high population. It could be that this has greatly influenced they way most people think and especially how they interact with others. Tendencies of individuals emotionally disconnected from in-groups such as the family are high.

In Feios, borrowing Triandis' words, "the primary value is harmony with others". Since its a less densely populated area and more rural, group harmony is highly valued, obedience, collaboration and cooperation ultimately lead to the strong ties pupils have towards their teachers and each other. Feios skule is more traditional than Ungdomsskule. Pupils' ties to their family life or groups are a source of meaning in their life. In sogndal, most people lead an autonomous life in the way they think, do and feel more independent.

It is such cultural attitudes that can have an impact on pupils' learning. The way they learn from home, what values they get and what they are expected of from school. These two forces fight each other and hence affects the acquisition of quality education. (Schwartz; 2005).

To conclude our findings about gender in Norway, it seems it has taken root in schools than it is in Zambia. Just like their policy states, equality is to be integrated in all education so that everyone is ensured the same conditions and opportunities. There must be a foundation everyone to have the same rights, obligations and opportunities

both in working life, community life and private life. (Ministry of education and research. Action Plan for gender equality; 2008-2010)

Gender is important in Norway in that it helps teachers and pupils treat each other as equals. There is no power distance between teachers and pupils and so the pupils are free to interact with their teachers and ask questions where they do not understand without any fear. Both teachers and learners said learning takes place when there is collaboration and interaction. Freire also says learners become critical co-investigators in dialogue with the teachers.

If learners become co- investigators then they are fully involved and participate in their learning process. This entails that each learners' needs is well catered for and thus quality education is achieved.

OVER- ENROLMENT

Zambia

The data we collected from the questionnaires indicated that both teachers from urban and rural schools strongly agreed that over-enrolment affects the delivery of quality education.

In Zambia, the implementation of education for all led to an expansion of enrolments in primary education. Enrolments which were stable increased by more than 60% in 2000 upwards. The pupil/teacher ratio was 56:1 as at 2005 and the number keeps on increasing every year. (De Kemp A; 2008). This brought about very large classes, making a wide spread use of double, triple and quadruple sessions, and shortened the number of hours of classroom instruction. This led to scarcity of learning/teaching resources and hence, no meaningful learning and quality provision. (Kalabula, 2000).

CDC, 2003, says quality depends on what happens in the classroom especially teacher's strategies, his/her relationship with learners as individuals, groups or whole class... Our question is, do these teachers have relations with the pupils and when do they employ their strategies if they are only with the pupils for few hours. Teachers have a duty to know the different intelligence levels of learners. If they do not know this then learning is not effective. As Howard Gardner says, ... different intelligence strengths... which we all have in different proportions, giving each of us a different profile of intelligence which will affect the ways in which we approach problems and the ease with which we might understand new ideas according to how they are presented. (Pritchard; 2005).

Norway

At Feios, teachers after being interviewed agreed that over-enrolment was a challenge but they did not face it directly as it was a small and less densely populated area. Some teachers said it was difficult to teach a class of 30 pupils.

At ungdomsskule, 67% of the teachers agreed that over-enrolment affects quality of education. Some of the teachers who were interviewed complained that it was difficult to give feed back to pupils and motivate them individually and another teacher complained that it affected interaction and attending to them on individual basis.

Norway being a country with low power distance, “ Hofstede states that in low power distance schools, teachers expect a certain amount of initiative and interaction with students. The overall educational process is student oriented. In class, students are expected to ask questions perhaps even challenge their teachers”. (Neulip J; 2006).

It is against such a background that teachers might feel 30 pupils is too much for them. If the number of pupils increases it becomes more difficult for them to teach in a student oriented atmosphere making it hard to meet each learners’ need because he/she will be under pressure to answer questions and critiques from all the pupils.

Triandis writes that in individualistic culture, emphasis is placed on individual’s goals over group goals... an important ingredient of individualistic cultures is that the individual is emotionally disconnected from in-groups such as the family. (Neulip; 2006).

Most teachers who said that over-enrolment affects quality education are from ungdomsskule which could be more individualistic compared to Feios. Our assertion is that most teachers complained about numbers in classes because they are coming from a background of an individualistic society which makes them not to fit so well with 30 pupils. Again, we can see that these societies allow persons to value private time and not to be in groups. If they are not connected to families, surely it can be very hard to manage 30 pupils. Since they value their private time, teachers with a large number of pupils will always do things haphazardly without regard to meeting each individual pupil’s needs so that they can rush home and have their private time. This compromises the delivery of quality of education. For effective teaching to take place, all of the parties involved, pupils and teachers, should bring their contextual concerns. The contextual can be in terms of prevailing conditions such as the immediate surrounding. If the environment is not conducive, then it influences the effectiveness of learning. Therefore, large numbers of pupils affects the delivery of quality of education because it would be difficult for the teacher to have dialogue with the pupils both one on one, as a whole class or in other groups.

Pritchard, 2005, says that teachers being in dialogue with children, in both whole class situation and in other groupings including one to one conversations forms the basis of much good teaching. (Pritchard; 2005)

Pritchard further says that in a class of 30 or more pupils, it will be more difficult to cater adequately, in every lesson on every day, for each and every individual need. It is sometimes a big enough problem dealing with differentiation in terms of levels of ability in a large and diverse classroom without also providing highly differentiated activities to suit all learning styles and intelligence profiles.

This is important for a teacher as she/he will know the different levels of intelligence and help them according to their ability

Conclusion

Education is key to any kind of development be it human or otherwise. Once one is educated, it remains a permanent achievement and creates opportunities and choices for people.

For nations it creates a dynamic work force and well informed citizenship able to compete and co-operate globally and opens doors to economic and social prosperity. Therefore, quality of education in Zambia depends on the amount of money the government, co-operating partners can invest in the sector. If government is committed to educating all children in Zambia, then it has to invest in infrastructure and resources in the sector.

Because of social and cultural factors, the quality of education has been adversely affected by the scarcity of resources which has necessitated the adoption of various strategies that are hostile to meaningful learning and quality provision. (Kalabula, 2000)

The theoretical interest shown on quality education in Zambia should be backed by practical action to make the dreams of the majority Zambian children come true.

One would wonder why a country like Norway has a problem with quality of education because it is regarded as one of the richest countries in the world. We can therefore, say that quality of education does not entirely depend on provision of books, computers, well furnished classrooms, plenty of teachers, few number of pupils in classrooms or methods used by a teacher but, it also has to do with culture of the society. Educationists in Norway should look at where they have gone wrong despite providing almost everything in their schools. Culture should not be overlooked because it is the whole complex on the society or group in that it includes value systems, traditions and beliefs.

What the pupils are valuing now is as a result of culture.

APPENDIX

QUESTIONNAIRE FOR PUPILS.

Kindly answer the following questions, please take your time to think.

Gender: male female..... grade.....

School: Rural..... Urban.....

. Who is a good teacher? (Do not describe the physical features but his/her performance as a teacher).

. Who is a good learner? (How should a learner behave in class for him/her to be considered a good learner).

. What are your ambitions/dreams? (What do you want to be/do when you complete school?).

. How has the use of modern technology affected the learning process? Eg DSTV, cell phones, computers....

. How do you learn best? When the teacher is talking in front alone or when you also participate in the discussion.

. Whom do you prefer to be your teacher, male or female? Why?

. Are you treated as equals in class? (Boys same as girls?)

. What makes you believe that your parents are concerned with your education?

. Is what you learn in class beneficial for your future?

. What motivates you to come to school?

GLOBAL KNOWLEDGE 2010 – QUESTIONNAIRE ON QUALITY EDUCATION.

YEAR TRAINED

GENDER: male female

Kindly answer the questions; a separate sheet of paper can be used.

1. *What is quality education in your own understanding?*
2. *What methods of teaching do you think are effective and why?*
3. *What are your views about the new curriculum?*
4. *Who is a good teacher?*

Using the scale 1 – 10. Indicate in the space at the end of each statement which scale best describes your opinion over the statement. (1- strongly agree and 10- strongly disagree)

- *Poor salaries and lack of other incentives contribute to the poor delivery of quality education;*
- *As a teacher, encouraging pupils to appreciate their culture, customs and traditions is good;*
- *Our teacher methods foster the development of an analytical and constructive mind;*
- *The gender differences in teachers affect learners' performance;*
- *Over- enrolment and inadequate teaching staff has a negative effect on learners;*
- *Parents' negative attitude de-motivates teachers to effectively teach/help learners with difficulties;*
- *Monitoring and supervision improves the delivery of quality education;*

With all these challenges you may encounter as a teacher;

- I. *How do you strive to be a good teacher?*
- II. *What strategies do you use in teaching to make it more interesting?*

What motivates you to be a good teacher

GLOBAL KNOWLEDGE 2010 INTERVIEW GUIDE

Gender:

Experience:

Place:

Age:

QUESTIONS.

What do you think is quality education?

What teaching methods do you use and why?

How do you encourage the pupils to appreciate their culture? (do you think it is necessary for pupils to understand and know their culture?)

Do gender differences affect the learners' performance? (do you know the gender pupils prefer most?)

How have poor salaries and lack of incentives affected your teaching?

Do you think over-enrolment is a problem in this school?

Do you have enough teaching staff in this school?

Do you get enough support from parents to teach/help learners with learning difficulties?

How is monitoring and supervision done in this school? (do you think it is necessary to be monitored?)

What makes you to be a good teacher?

REFERENCES

Banda B. Current status and challenges of in-service training of teachers in Zambia. – based on experience of introducing lesson study to the school. 2007. <http://www.incet.naruto-u.ac.jp/file/kiyou2/banda.pdf>

Bergersen A, 2004; Multigrade Teaching for Pedagogical Reasons or as a Necessary Model? HSF, Høgskulen I Sogn og Fjordane

Brock-Utne, 2000; Whose Education for All, The Re-colonization of the African Mind, Falmer Press- New York.

Carmody, B. 2004: The Evolution of Education in Zambia. Bookworld publishers, Zambia

Carolyn M. Thomas and Mathew A.M Thomas 'early childhood care and education in Zambia ; an integral part of educational provision' current issues in comparative education, teachers education, Colombiauniversity.2009,volume11. http://www.tc.columbia.edu/CICE/Issues/11.00/PDFs/11_Zambia.pdf

CEF, 2003-2005 Zambia strategic plan. http://www.actionaid.org.uk/doc_lib/163_1_strategy_paper_zambia.pdf

Chekani T. Sakala and Micheal M. Chilala , 2007; The role of Zambia National Assessment Programme in Evaluating the Attainment of Educational Goals. <http://iaea2007.tqdk.gov.az/cp/The%20Role%20of%20the%20Zambia%20National%20Assessment%20Programme%20in%20Evaluating%20the%20Attainment%20of%20Educational%20Goals.pdf>

Cohen L et al, 2007; Research Methods in Education, published by Routledge Oxon OX14 4RN.

Dekemp. A; 2008; Analyzing the Effectiveness of Sector Support: Primary Education in Uganda and Zambia http://www.worldbank.org/ieg/nonie/docs/WP5_deKemp.pdf

Duncan B , 2009; Learning Motivation-Disparate: perspective in learning theory

Fifth National Development Plan 2006-2010: An easy look at Zambia`s Fifth National Development

Plan. <http://www.cspr.org.zm/report&updates/SIMPLIFIEDVERSIONFNNDP.pdf>

Funderstanding; 1998-2008; <http://www.funderstanding.com/content/vygotsky-and-social-cognition>

Funderstanding; 1998-2008, Critical Pedagogy on the web- key terms and concepts related to Pedagogy and Educational Theory and Practice.) <http://mingo.info-science.uiowa.edu/~stevens/critped/terms.htm>

Freire P, 2000; Pedagogy of the Oppressed, The Continuum International Publishing Group Inc – New York.

Iben. Jensen, 2007, Introduction to Cultural Understanding. Roskilde university press

International Literacy Day 2009: Quantity vs Quality. [www.vimeo.com](http://www.vimeo.com/5998121) 5998121

Johanna. Schalkwyk, 2000. Culture, Gender Equality and Development Corporation. <http://www.oecd.org/dataoecd/2/9/1896320.pdf>

Judith et.al, 1995; Psychology and You, West Publishing Company, St Paul M.N.

Kalabula M. Inclusive education in Africa: A myth or reality? A Zambia case study, 2000.

http://www.isec2000.org.uk/abstracts/papers_k/kalabula_1.htm

Luchembe M. 2009: Adult education in Zambia during the colonial period: challenges in the post independence era, Lecturer; Department of adult education extension studies www.home.hiroshima-u.ac.jp

Meredith G et al, 2007; Educational Research- An Introduction

Milimo M et.al 2004, Zambia strategic country gender assessment. A report of the world bank. http://www.siteresources.worldbank.org/EXTAFRREGTOPGENDER/Resource/zambias_CGA.pdf

Ministry of Education 1996: Educating our Future; National Policy Document, ZEPH-Zambia.

Ministry of Education 2001: Teacher`s curriculum Manual, CDC- Lusaka Zambia

Ministry of women`s affair, New Zealand.

<http://www.gdrc.org/gender/framework/what-is.html>

Ministry of Education and Research- Norway

Neuliep, J. 2006:Inter-cultural communication. A Contextual Approach, SAGE- London

Ngandu S. K, 2003, The evolution of education policy in Zambia- Historical context – colonial and post colonial period. www.dpmf.org/images/evolution-educ-sophie.html .

Pritchard A, 2005; *Ways of Learning; Learning Theories and Learning Styles In The Classroom*. David Fulton Publishers- New York.

Reagan T, 2000; *Non – Western Educational Traditions Alternative Approaches to Education Thought and Practice*, Lawrence Erlbaum Associates, Inc Publishers, Mahwah, NJ.

Scarlet A. world teacher's day - Zambian teachers face real challenges; Thembinkosi foundation: <http://www.thembinkosifoundation.blogspot.com/2009/10/world-teachers-day-zambian-teachers.html>

Smith, M. K. 2003, 2009; 'Communities of practice', *the encyclopedia of informal education*, www.infed.org/biblio/communities_of_practice.htm

Socio-cultural Learning Theory in Practice: Implications for Athletic Training Educators, 2002, *Journal of Athletic Training* – <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC164414>

Silverman D, 2000; *Doing Qualitative Research- A Practical Handbook*, SAGE Publications, London

Training manual for trainers in basic education school curriculum, 2003.

Tiller T et al, 1995; *The Qualitative Challenge- Reflections On Educational Research*, Publishers: Casper Forlog S Landås.

<http://www.socialresearchmethods.net/kb/sampling.php>

(http://www.wikigender.org/w/index.php/gender_equality_in_zambia,

<http://www.faqs.org/health/topics/8/Gender-roles.html>)

http://www.ssb.no/ola_kari_en/utdanning_en/

http://www.wikigender.org/w/index.php/Gender_Equality_in_Norway

