THE REAL AND PERCEIVED CONSEQUENCES OF INTEGRATING RELIGIOUS EDUCATION WITH SOCIAL STUDIES AT THE LOWER AND MIDDLE BASIC EDUCATION LEVELS: CASE NAKONDE AND ISOKA DISTRICTS

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A Dissertation Submitted to The University of Zambia in Partial Fulfillment of the Award of the Degree of Master of Education (Religious Studies).

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AUTHOR'S DECLARATION

I YAMBAYAMBA MATEO do solemnly declare that this dissertation represents my own work and that it has not previously been submitted for a degree at this or another University.

Signature .....
Date 28-04-08.....

APPROVAL

This dissertation by Yambayamba Mateo is approved as fulfilling part of the requirements for the award of the degree of Master of Religious Education by the University of Zambia.

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ABSTRACT

The study looked at the perceived and real consequences of integrating Religious Education (RE) with Social Studies (SS) into Social and Development Studies (SDS) at the lower and middle basic levels of education. The integration of RE with SS was as a result of the national curriculum review, which was initiated by the Ministry of Education (MOE) through Curriculum Development Centre (CDC). The CDC mandated by the MOE carried out the curriculum reforms of integrating eleven subjects into five learning areas. Community Studies is the sixth learning area of the new curriculum. The integration of RE with SS was received with mixed views. The different reactions by the concerned stakeholders prompted the need to carry out a research in this area to establish exactly the perceived and real consequences resulting from the integration.

The study was conducted at six basic schools in Nakonde and five basic schools in Isoka districts. Head teachers and teachers were interviewed on the integration of RE with SS. The study also included lecturers from Malcolm Moffat and Kasama Colleges of Education. Only lecturers for SDS under Social Sciences department were interviewed. The study was extended to the CDC subject specialist, Senior Education Standards Officers (SESOs) for Social Sciences at the national and provincial headquarters, representatives for the mainline church bodies, Zambia Association for Religious Education Teachers (ZARET) and other interested groups from different backgrounds. The sample size used in this study was sixty one.

During the study, the descriptive approach was used. Principally, the study was qualitative but supplemented by quantitative approach. Different interview guides for each category of respondents were used for collection of data. During the research, ethical and methodological considerations were taken, which included; participants' rights to privacy, dignity, self determination and researchers' right to know

The findings revealed that CDC consulted some stakeholders during the initial stages of curriculum integration. It was also found that not all key stakeholders were consulted or oriented to the integrated curriculum. This brought a lot of dissatisfaction among interested groups. The study revealed that the perceived importance of integration was that teaching

and learning of RE components would be easy. The methods of teaching RE would be improved by the integration. The problem of shortages of textbooks for RE especially would be solved as RE and SS would be taught as one subject called SDS. However, the study revealed that the real consequences of integration were that RE was neglected by some teachers. Some teachers concentrated on teaching SS components of SDS and not RE. Teaching is not in detail for the integrated curriculum.

From the study, strong recommendations were made that in future there should be wider consultations among key stakeholders when carrying out curriculum review. Since the curriculum integration has already been implemented, it is important to intensify the training and sensitisation of teachers and other stakeholders about it. There must be intensified monitoring of how the curriculum is delivered to the pupils by the teacher. The study further recommended for curriculum review after full implementation of the new curriculum from grade one to seven.

I sincerely dedicate this study to my beloved father, Filikoti Yamba yamba and my mother Ndiliyana Namfukwe for their continued parental support in all areas of my life despite their old age. I also dedicate this work to my wife Vailet Sampa Nkole, my brother Ernest, my children, especially Mulenga and Patrick, dependants and friends. They have been very supportive and encouraging during my studies. I finally dedicate this work to the memory of my two late sisters, Gift and Elizabeth for their social and financial support before they answered the Lord's call.

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CHAPTER ONE

INTRODUCTION

Chapter one introduces the topic of study namely, 'The real and perceived consequences of integrating Religious Education (RE) with Social Studies (SS) into Social and Development Studies (SDS) at the lower and middle basic education levels: Case of Nakonde and Isoka Districts'. This chapter highlights the background of the study. The chapter focuses on the integration of RE with SS and what could be the consequences resulting from the integration. It also traces the development of RE in the Zambian education system. The chapter includes the statement of the problem, the purpose of the study, significance, research questions and objectives, limitations and definitions of operational terms.

Background Of The Study

Since its inception, RE as a teaching and learning subject has gone through different developmental stages from the time of establishment of Christian mission schools in Zambia. According to Flynn(1985), Henze(1994), Carmody(2004) and Simuchimba(2001/2005), these stages are the 'Denominational', from missionary settlement up to the sixties; the 'Ecumenical', in the seventies; and the 'Educational', from the eighties when new Zambian, multi-faith syllabuses were introduced as part of wider educational reforms started in 1977.

Like in other countries, RE in Zambia has not been easy to teach at the lower and middle basic levels of education. Some teachers say that the subject is boring to teach, therefore it is usually replaced with other subjects like Mathematics, English, Science among others. According to Cox (1966:7), RE in Britain, which is a model for Zambia is considered to be perhaps the most difficult subject to teach. Some parents in Britain doubt the relevance of RE to their children. Some parents wished the time for RE could be used to teach other subjects, which they said

could be of future benefit to their children. Despite all these sentiments, which seem to be negative towards RE, it was one of the subjects, which appeared in the curriculum by law. As Grimmitt (1973: 1), points out, because of part 2, section 25 of the 1942 Education Act, 'Religious Instruction'(RI) was the only subject, which appeared in the curriculum by law. RI nevertheless was the worst taught subject in the curriculum. RI was the name for RE when taught in schools for indoctrinating the learners.

Grimmitt (1973: 1) also elaborates by stating that, because of part 2 section 25 of the 1942 Education Act, RI was included in the timetable of state schools, and yet in very few instances if any, was it accorded parity of esteem or status with other subjects. Rather it was seen by pupils and teachers alike as an unfortunate but obligatory 'chore,' and accordingly was given the barest minimum of time allocation. RI was not considered a very important subject because in the first place the system did not do that. It was given very few periods and teachers just taught it because it was an obligation for them to teach the subjects which were timetabled as required by law.

The situation was similar in Zambia as most teachers who taught RE were not interested in the subject despite it being on the timetable like other curriculum components. They opted to use its periods to teach subjects they favoured or in which they were behind in terms of teaching. During my (researcher's) time of education as a primary school pupil, my teacher used to teach us music, Mathematics or SS during RE periods. As pupils, we enjoyed singing religious or secular songs. Because of the inconsistency in the teaching and learning of RE, we developed a negative attitude towards RE.

According to Grimmitt (1973: 1) despite the statutory status of RI in Britain, very little emphasis was placed on a teacher's professional training in this subject. That was largely because of the misguided belief that, 'anyone can teach RI, one only

has to open the Bible, read it to them a bit and then get them to write about it.' The way RI was considered and treated indeed could not be done to other curriculum subjects like Mathematics and English. In this situation, the subject for years was taught by untrained or partially trained teachers.

According to Grimmitt (1973), the untrained or partially trained teachers had various attitudes towards teaching the subject. Some were anxious to teach RI well and approached it imaginatively and sympathetically. Others were uninterested, openly opposed to it or worst of all, over-zealous for it. It was not surprising then, that the quality of religious teaching was and continues to be inferior to that of other subjects in the curriculum.

The problem of untrained teachers teaching RI was extended to Zambia when missionaries introduced formal education. Currently, the problem currently is that despite basic school teachers being trained in teaching RE, it is still considered inferior in government schools. The basic education curriculum has been reformed resulting in the integration of RE with SS into SDS at the lower and middle basic levels of education. The implication of the integration is that SDS comprises the aspects of Geography, History, Civics, and RE (or Spiritual and Moral Education). The area of concern currently is how teachers in government schools will teach RE effectively as a component of SDS.

The CDC carried out a study tour in Botswana before the implementation of the curriculum review. Before the review of curriculum of RE in Botswana RE was taught as one of the six core subjects. According to MOE (2000: 6), out of six core subjects, five were examined at the Primary School Leaving Examination (PSLE). RE was not examined as it was regarded as a subject for developing the personality of the child only.

In Zambia, the CDC implemented the curriculum reforms. The lower and middle basic levels curriculum was reviewed and implemented in schools. The lower basic level is from grade one to four while the middle level is from grade five to seven. The new curriculum is called Basic Education Curriculum.

According to MOE (2003: vii), the Basic Education Curriculum is outcomes-based and focuses on results rather than on goals, aims and objectives. It places emphasis on observable and measurable skills, knowledge and values for learners to acquire at specified levels of their schooling. The outcomes- based approach recognises that learners do not attain the outcomes through a set of prescribed learning experiences in one learning area. They attain them through exposure to a wide range of experiences and varied content drawn from all learning areas.

The MOE's new curriculum has integrated the following eleven traditional subjects: Mathematics, English, Social Studies, Science, Zambian Languages, Religious Education, Physical Education, Creative Arts, Music, Handwriting and Home Economics into the following five learning areas:

Literacy and Languages,
Numeracy,
Integrated Science,
Creative and Technology Studies,
Social and Development Studies.

There is also a sixth learning area called Community Studies, focusing on localised curriculum, introduced to support the requirement that 20 percent of the new curriculum should be oriented towards issues of local community concern.

The school curriculum consists of the content, structure and processes of teaching and learning, which the school provides in accordance with its educational objectives and values. It includes the concepts, knowledge, skills, attitudes and

values, which pupils assimilate through the process of schooling. According to the MOE (1996: 32), 'the way in which the curriculum is prescribed (planned), implemented (taught) and incorporated by pupils (learned) has a major impact on the quality of education provided.' It is very important to identify what is to be taught and learnt, and the evidence that satisfactory teaching and learning took place. In an effective education system, a well-designed and relevant curriculum is well taught and well learned.

The integration of subjects into new subject areas was because of the Education Policy, *Educating Our Future*. The policy document proposed the new curriculum in which the subjects to be taught and learned were integrated from eleven subjects into five learning areas. According to the MOE(1996:32), although the curriculum must deal with wide areas of human experiences, knowledge and abilities, it should not be fragmented at these levels into rigid subject defined compartments because the child at this stage has not acquired the analytical capability of separating the world of experience, which is unified and integrated into clearly defined categories. The curriculum, therefore, should respond to the child's unified outlook on life by itself being unified and integrated.

The integration of RE with SS into SDS may have advantages in the way it will be taught and learnt by the teachers and pupils, respectively. Despite the advantages which the integration may bring, there is need to examine and analyse the whole process of implementation as there may also be negative results from the integration. The area of concern by the researcher was that if RE in the first place had been considered as one of the difficult subjects to teach, what will make it easier to teach in its integrated form? RE is not only a difficult subject to teach in Zambia, but also in countries like Botswana and Britain. The researcher wanted to know how the subject in question, was going to be given the attention it deserved in its integrated state. RE, as a component of SDS at the lower and middle basic level is a big challenge in the way it is going to be taught to the pupils.

The Researcher presumed that teachers would concentrate on teaching the other components of SDS like History, Geography and Civics and neglect RE. The other worry that prompted this research was that since teachers were not RE specialists, they would teach the integrated subjects wrongly. According to Cheyeka (2005: 34):

> If there was subject specialisation by teachers at lower and middle basic levels, they should have welcomed the integration of RE in the SDS because a geography teacher would go into a class and teach Geography and the RE teacher would do the same. As it is now there is a lot of skipping of most RE topics by most teachers. Since the integration, most teachers seem to have adopted a 'comparative' style of teaching. For example, a teacher goes into class and says: just as the Ngoni migrated from South Africa, so migrated the Hebrews from Egypt to Canaan and ends there. Most teachers take it for granted that pupils are familiar with Bible stories and anything to do with religion, especially Christianity and so, there should be no detailed teaching or no teaching at all in the classroom set up, as pupils learn religious issues in church.

In the study, there were respondents who were in favour and those against the integration of the curriculum at the lower and middle basic levels. Some of those who were for the integration of RE with SS, said that would enable it to be effectively taught and learnt by the teachers and the pupils, respectively. They have welcomed the integration because the load in terms of subjects to teach has been reduced.

The reforms by the CDC have been termed as normal and very positive as all the subjects and education curriculum are dynamic. The curriculum is not static but dynamic in order to be responsive to changes in the society. A good curriculum is one reviewed without disadvantaging one subject and one appreciated by the interested stakeholders. The curriculum once reviewed must stand the test of time in the system and meet the demands of the education system.

Those who are against the idea of integration of RE with SS into SDS expressed the following: The integration of RE with SS could be the beginning of the extinction of a subject, which is so important in the upbringing of the new generation. It is possible that not all the interested groups like the mainline church bodies, Zambia Association of Religious Education Teachers (ZARET), Lecturers in Colleges of Education and the University of Zambia, teachers and parents were consulted before implementing the new curriculum for basic education. The ratio to which RE and SS have been shared in terms of topics to be covered is very biased in favour of SS. According to Henze(2004: 38), the way the new curriculum is set, one wonders if RE has been fully integrated with SS into SDS.The ratio to which RE and SS were shared in terms of topics to be covered favoured SS. The ratio of one to four topics for RE to SS respectively in the integrated form was a source of concern.It was taken that, there was no balance between RE and SS in the way topics for the two integrated subjects were selected. The researcher's concern was the criteria used to arrive at the ratio of 1:4.

There are many more debates and discussions, which have taken place over the integration of RE with SS into SDS for lower and middle basic education levels. Since some of them were based on impressions and hearsay, an empirical study such as this one was required.

Statement Of The Problem

The integration of RE with SS into SDS may result into real and perceived consequences. The integration of RE with SS into SDS has generated debates on mere impressions and conjectures about the fate of RE.

Purpose Of The Study

The study explored the real and perceived consequences of the integration of RE with SS. It also established how the integration had and is going to actually affect the status of RE in Zambia at the lower and middle basic levels.

Objectives

The objectives of the study were to:

1. establish the position of the current education policy, *Educating Our Future* in relation to RE in the Zambian education system.
2. find out the real and perceived outcomes from the integration of RE with SS into SDS at the lower and middle basic education levels.
3. find out the nature of the consultation made by the CDC before, during and after the implementation of the integration of the new curriculum.
4. explore the views of interested groups like the main line church bodies, ZARET, scholars in RE, lecturers from Basic Education Colleges, teachers and administrators in lower and middle basic schools, Zambia Teacher Education Course (ZATEC) student teachers doing school-based experience or Teaching Practice on the integration of RE with SS into SDS.

Research Questions For The Study

During the research, the following questions were considered and used by the researcher:

1. What was the government policy rationale concerning the teaching and learning of RE at the Lower and Middle Basic levels (grades one to seven)?
2. Who were the main stakeholders consulted over the integration of RE with SS into SDS by the CDC?
3. What were the views of the main stakeholders like the mainline church bodies, ZARET, Education Standards Officers from MOE, teachers, college of education lecturers, student teachers concerning the integration of RE with SS into SDS?

Significance Of The Study

The study unveiled the real and perceived consequences of the integration of RE with SS. In addition the study should influence the place or status of RE in the

curriculum so that it is not disadvantaged. The study investigated a completely new phenomenon about which little had been written. Whatever was written was impressionistic. There was no empirical research done prior to this work. It should also attract future researchers in a similar field in order to give a better understanding of the issue.

Limitations Of The Study

With the restructured MOE, it was difficult to obtain primary data by interviewing officers at the CDC who were there at the initial stage of the curriculum reform process. The CDC just like other MOE departments that were restructured had problems retaining all the officers regardless of the type of work they did. While some were retained, others were given different duties within CDC or were on departmental transfers or even retired. The researcher had a problem in locating the officers who were there when the curriculum reforms were being initiated and implemented at the CDC to get primary data. The researcher had to depend on secondary data and some primary data from officers who were there at the CDC during the initial stage of the education curriculum reform process even though they did not have adequate information as these officers were not directly involved in the curriculum reform process.

Limited funding by the sponsor retarded the pace at which the research was done. The researcher had problems of mobility as the areas where the research was done were very scattered. The following are the areas where research was conducted: Malcolm Moffat Basic Education College in Serenje, Kasama Basic Education College in Kasama, and a number of basic schools in Isoka and Nakonde districts. Other research sites were at the MOE Headquarters in Lusaka, CDC, Evangelical Fellowship of Zambia (EFZ) and Church Council of Zambia (CCZ). All these places of study needed transport. The sponsors did not have money to sponsor the programme at the time of fieldwork when data was collected.

Some envisaged interviewees were not willing to be interviewed despite assurance of confidentiality by the researcher. In certain cases, the interviewees accepted to be interviewed but could not allow the interview proceedings recorded on the tape recorders despite being assured of the confidentiality by the researcher. They feared that in future their names could be revealed to the higher authorities. This negatively affected the quality of data collected in the sense that teachers accept to teach subjects they are not interested to teach, just because they fear authority.

Some respondents were not sincere in the way they answered the questions from the interview schedule. They were not consistent in the way they answered similar questions asked more than once but differently. For example, some teachers said they were in favour of the integration of RE and SS but upon checking their teaching files, we discovered that they do not teach RE as an integrated subject.

CHAPTER TWO

LITERATURE REVIEW

Introduction

In this chapter, the aim is to bring out literature concerning RE in Zambia at the lower and middle basic education levels. The review will highlight related issues of integration of RE with SS into SDS. The researcher's focus is on the recent data on the integration of the curriculum by the MOE through the CDC. Then some literature concerning the way RE is taught in other countries like Britain and Botswana will be highlighted. The chapter will also pay attention to the limited Zambian literature on the reactions since the curriculum reform took place, which saw the integration of RE with SS into SDS.

Definition of Religious Education (RE)

RE can be defined mainly in two ways depending on the way it is taught and learnt by the teachers and pupils respectively. It can also be defined depending on its intended purpose by the education providers. RE can either be indoctrinating (theological) or educational (anthropological). According to Hull(1984), RE depends not only on how we stress its 'religious' or 'educational' aspects but also on how we define religion and education.

Theological religion is just about God and our relationship with him. Most religious people understand religion in this way: for them God is the beginning and the end. In this case, RE teachers must teach children, about their relationship,

with God and how they have to follow God's ways. This type of RE is indoctrinating.

The anthropological or educational RE aims at developing the learner holistically, it deals with the totality of human life and its ultimate areas of concern. This type of RE is educational in the sense that the learner will grow up with a developed sense of critique, analysis and independence in the way he/ she views the issues in the world. This type of RE is the one which the Zambian education system prefers. According to Carmody (2004: 115), RE is considered to be educational and not theological if it aims at an all round development of the pupil in an atmosphere which allows intellectual liberty. As stated earlier, the child must be able to be intellectually independent where and able to analyse and criticise issues with a free mind.

According to Grimmitt (1995: 24), 'to learn from religion is to learn about oneself; to become more self aware; to become critically conscious of one's own questions, one's own values and priorities, one's own sense of meaning in one's life; to become more aware of the shaping influence of beliefs on one's own life and one's own identity. Religion becomes the lens through which one can examine oneself.'

RE has indeed a major role to play in the development of the learner in a holistic way. Holistic development in the Zambian context means that the child or learner is developed in all areas of life. He or she must be able to show indications of not only developing in mind but even socially. The RE learned in schools must empower the learner with the capacity to look at issues from a critical point of view. Society must appreciate the learner of RE as a good person who is able to contribute positively towards the well-being of the society. In this age of HIV/AIDS, a holistically developed person must be able to look after their own lives and the lives of those infected. He or she must be a model in the society so that others can emulate his or her good manners and the way he or she looks at

issues. The holistically developed person must be able to appreciate nature and the environment in which he or she lives. The environment is known to have been given to man by God, as religions claim. If someone, who, at one time learnt RE is able to do most of these, then people will look at RE as a subject which can help the learner to develop holistically. The subject can even help to have a country that is less corrupt and drug free. Teachers of the subject will take up the challenge of teaching pupils RE with the view of developing them holistically and not only for passing public examinations.

Historical Background of RE in Zambia and Britain

During missionary times, Priests and Reverends taught RI to pupils on a daily basis. The missionaries used education for converting young Africans to their different denominations. The syllabus for RI that was taught to the pupils was designed by each particular denomination. The RI that was taught in schools even up to 1944 was for indoctrinating the learner. Snelson (1974: 58), quotes Rev. W.A. Kiige as he told the Federal Missionary Conference in 1927, 'the great aim and object of these schools must remain the winning of souls for Christ. Anything that endangers this aim or threatens to displace it by some other objective must be carefully avoided, otherwise the gathering of souls will certainly diminish if not entirely cease.' Missionaries knew that once the young Africans knew how to read the bible, they would be agents of winning other African souls to Christianity.

In Zambia and other countries like Britain and Botswana, preference is given to RE which is educational and not that one which is indoctrinating to the learner. In Zambia, RE has undergone many developmental changes. RE has been part of the curriculum, as a result of an Act of Parliament just like RE in Britain. According to Cox (1971:10), in Britain the 1944 (Butler) Education Act made RI and religious observance a legally required ingredient of a school life. The same Act, stated that all pupils regardless of their religious variations commenced the school day in county and voluntary schools with collective worship. According to Cox

(1971:10), quoting section 25:1 of the Education Act, 'Religious instruction shall be given in every county and voluntary schools'. Either the local authorities made the RI syllabus or it was adopted from other authorities. This was denominational type of RI. The British education system also underwent reforms. RE changed from fostering the Christian faith towards an open, descriptive, critical, enquiring study of religion. The British system has moved towards educational RE where the learner is not only going to learn about religion but has also to develop a *critical mind.*

In Britain, RE is liberal and compulsory for all children in primary and secondary schools. There has been no national RE syllabus but local syllabuses agreed by teachers, politicians, parents and other local interested partners. As at now, RE in Britain is still taught and learnt in state schools but it is not examined like in Zambia at different levels of education. The subject is taught only for one period a week and the length of the period varies depending on the level of the class. The RE syllabus in Zambia is prepared by CDC, that is centrally done. Before the recent curriculum reforms, RE had three periods per week from grade one to seven with 30 minutes and 40 minutes per period for lower and middle basic grades, respectively.

In Britain, there were no other education reforms until in 1988. Under the 1988 Education Act, education went through transformation in order to come up with the subject that could stand the test of time. The major changes brought by 1988 Education Act were that there was a requirement of professionalism in terms of input in the curriculum by teachers. Teachers of RE in Britain needed to undergo in service training to be up-dated with the new curriculum requirements.

According to Mwanakatwe(1974), the Zambian education system after independence was a duplicate of the British system. The education system as from 1944 to 1966 was still that one enshrined in the British Butler Education Act.

Zambia depended upon the British education system because it was a colony of Britain. After Independence, the Zambian government did not immediately come up with an Education Act or Education Policy until 1966. After 1964, the education system in Zambia continued depending on the 1944 British Butler Education Act until 1966 when the Zambian Parliament constituted the first Education Act. The 1966 Education Act did not clearly address the issue of curriculum review; hence, RI continued to be taught in schools up to 1971. According to Mwanakatwe (1974: 197), the 1966 Education Act was divided into seven parts, all dealing with the broad principles of Educational organisation and administration. There was no part or section dealing with curriculum development. This meant that the Zambian education system at this time was a copyright of the British education system with minimal alterations. According to Carmody (ed. 2004: 80), the Ministry of Education and Culture in collaboration with the churches approved an RE syllabus for primary schools, which was non-denominational in 1971.

RE in Zambia, starting from basic schools to tertiary institutions, has undergone tremendous developmental changes. It is currently one subject, which leads to personal development of a learner. According to Carmody, (2004: 103), learners must gradually discover their potential as long as they become rational. In order to achieve this, RE must no longer be indoctrinating but be educational and be professionally taught.

Teaching and Learning of RE at the Lower and Middle Basic Levels of Education.

RE is a subject that has been taught in government schools as a core subject at the lower and middle basic levels from the time schools were established by missionaries in Zambia. Teaching and learning of RE in Zambia is mandated by law through Education policies. According to the MOE (1996: 30) at the lower and middle basic levels, one of the specific aims is to shape the development of a personally held set of civic, moral and spiritual values. This means that the Zambian education must ensure that the child is equipped or brought up with civic, moral and spiritual values. The aspect of moral and spiritual values can be taught to the pupils through RE or Spiritual and Moral Education. RE has been recognized as one of the important subjects from the time of its inception in the school curriculum. The subject has undergone a lot of developments such as improvement in the curriculum reforms, change of names for example; at one time, it was Religious Instruction, then Bible Knowledge, RE and Spiritual and Moral Education. The government through MOE, initiated all the developments and changes that RE has gone through. The government through MOE has mandated CDC with authority to facilitate any curriculum reforms.

The position of *Educating* our *Future,* the national education policy, has been that the child must learn the curriculum that is integrated even though it deals with wide areas of human experience. According to the MOE (1996:32), the child at this stage has not acquired the analytic capability of separating the world of experience, which is unified and integrated into clearly defined categories. *Educating our Future* encourages subjects with related topics or themes of education to be integrated into one. According to MOE(1996: 44), in order to enhance the effectiveness and quality of basic education, the MOE will promote the development of a curriculum that is comprehensive, balanced, integrated, diversified and relevant to the real needs of both the pupil and society. This part of

education policy empowers the CDC with authority to review, analyse and reform the curriculum to suit or stand the test of time.

Education Policy on the Integration of RE with SS into SDS

The current Zambian Education Policy, *Educating Our Future*, supports RE in Zambia. According to the MOE (1996: 29), 'the over arching aim of school education, therefore, is to promote the full and well-rounded development of the physical, intellectual, social, affective, moral and spiritual qualities of all pupils so that each can develop into a complete person, for his or her own personal fulfillment and the good of society.' The child cannot develop completely without the religious component being involved either directly or indirectly. We need to take into consideration different levels of education when formulating the curriculum. According to the MOE (1996: 30), pupils being taught RE in addition to other subjects at the lower and middle basic levels can only achieve the following specific aims:

- promotion of positive behaviour and skills for coping with negative pressures;
- encouraging the formation of socially and desirable attitudes; and
- shaping the development of personally held set of civic, moral and spiritual values.

If there is effective teaching of RE, children will develop in all areas of life. The only problem is that despite RE's cardinal role it is supposed to play in the holistic development of the child, the curriculum reform has ended up integrating it with SS in the study area of SDS. The integration of the subjects may end up with RE concepts not being well taught and learnt by teachers and pupils respectively. According to MOE (1996: 32), the principal curriculum for lower and middle basic education's role:

> Should be concerned with the pupils' complete needs;
> Those of the body (physical education, sport, performing

> arts) as well as those of the mind (concepts, literacy, numeracy, knowledge), affective (music, dance, creative arts) as well as social needs (hygiene, citizenship), moral (values, attitudes), spiritual needs (living in harmony within self, others and the supernatural).

The curriculum for the lower and middle basic level is concerned about the holistic development of the learner. RE has a role to play in ensuring that the child is holistically developed. According to the MOE (1996: 32), the child at this level or stage of learning has not acquired the analytic capability of separating the world of experience, which is unified and integrated, into clearly defined categories. In this case, the recommended curriculum is one, which is unified and integrated. There must also be flexibility in the curriculum in order to take up the localised curriculum on board.

According to the MOE (2003: vi), the Zambia basic education syllabi (Grades 1-7) are as a result of extensive consultations undertaken to reform the existing Basic Education Curriculum. The CDC worked closely with other institutions like the Directorate of Standards and Curriculum, the Department of Teacher Education and Specialised Services (TESS), the Examinations Council of Zambia (ECZ), the University of Zambia (UNZA), schools and other institutions of learning.

It is because of this integration, resulting from national education policy, that RE has been integrated with SS into the study area, SDS. According to the MOE (2003: 102), the SDS syllabus attempts to cover a cross section of social issues that have come to the fore in the Zambian society in the last decade. The issues include HIV/AIDS, human rights, democracy and citizenship, substance abuse, life skills, education for development, environmental issues and spiritual and moral education.

The SDS syllabus has five themes running through from Grades 1-7. These are:

- Living Together
- Spiritual and Moral Education
- Food
- Environment
- Communication and Transport

According to the MOE (2003: 103), under the General Outcomes for Grades 1-7, SDS aims at preparing the learner physically, socially, culturally, emotionally, economically and spiritually. It has thirteen general outcomes from which one is specifically for RE; developing moral and ethical qualities rooted in a spiritual dimension.

Integration of Subjects and Teaching of RE in other Countries in Particular Botswana

As the CDC was preparing to carry out curriculum reforms, some of its members were sent on study tour in other countries like Malawi and Botswana. They carried out the baseline survey in these two countries and discovered that there were curriculum reforms taking place. For this study, the literature for Botswana education system was used for comparison, since the two countries are former colonies of Britain resulting in same education background. CDC sent a team of researchers to Botswana to find out how the curriculum of that country' was being integrated.

In Botswana, the Ministry of Education also integrated subjects into learning areas during the curriculum reforms. MOE (2000: 11);

> Botswana education policy integrated the subjects at the lower and upper primary in order to facilitate the teaching of the subjects. Music, Physical Education (PE), Design, Art and Craft are combined into Creative and Performing

> Arts. Agriculture, Home Economics and Science are combined into Environmental Sciences. Moral Education, Religious Education and Social Studies are taught as Cultural Studies. English, Sestswana and Mathematics are taught as separate subjects.

The review of the curricular in many countries is done by government departments, like the CDC in Zambia. In Botswana, the department that is responsible for curriculum reforms and subject changes is the Curriculum Development Division. The department is empowered to review the curricula, works hand in hand with the main stakeholders like teachers and inspectors of schools. According to MOE (2000: 5) to ensure the relevance of the primary curriculum in Botswana, the Ministry of Education involved all the stakeholders. Subject panels were formed comprising teachers, education officers, curriculum officers, people from industry, distinguished citizens from the community and other interested parties.

During the actual formulation of the new curriculum content for basic schools, the CDC in Zambia was asked through curriculum specialists to work in collaboration with teachers, parents and other stakeholders. The question is, did the CDC indeed involve effectively all the key interested groups in the curriculum reforms?

The review and reforms of the education curriculum must always involve key stakeholders like the teachers, education officers, church leaders, civic leaders etc. With the view of having a well-balanced education system so that no one complains of a curriculum that is not meant for holistic development of the child, the CDC is supposed to consult the main stakeholders. According to MOE (2000: 37);

> the observations made regarding the proposed curriculum framework for England and Wales, the process did not include sufficient consultation with the key stakeholders particularly teachers: the curriculum was just imposed on them. The teachers rejected it and now the process was redone to democratise it.

Sometimes the departments with the powers to review the curriculum can ignore some of the key stakeholders from the beginning of the process and claim that it was collectively made. Once the document resulting from such a process has no blessings from all the key stakeholders, the consequences may not be good.

The involvement and consultation of the interested groups and individuals in reviewing or reforming the curriculum is very important. The involvement and consultation must be done from the initial to the implementation and evaluation stages in order for the curriculum not to be questioned for its validity. Depending on time and the needs of the education system, the curriculum will be reviewed when need arises from time to time.

Reactions on the Integration of RE with SS into SDS

The integration of RE with SS raised many discussions with different views either for or against the idea. Some of the arguments have been over the stakeholders who were involved in the curriculum reforms. What caused the integration of RE with SS into SDS? What is the future of RE having been integrated at the lower and middle basic educational levels? How effective are RE concepts going to be taught in its integrated status? How has the MOE through the CDC and Teacher Education and Specialised Services (TESS) prepared the teachers of lower and middle basic levels to teach effectively the integrated subjects including SDS? The integration generated many issues for discussion hence this study was designed to find out the consequences of integrating RE with SS into SDS.

There have been different views from interested groups and individuals in the society concerning the integration. It has been perceived that the integration of RE with SS will have future consequences, which will be either negative or positive. The issue, which must also be considered is this, has the integration of the two subjects been done in such a way that none of the subjects is negatively affected.

Key Stakeholders Consulted or Involved in the Integration of RE with SS into SDS

As stated earlier, the CDC did not carry out the curriculum reforms on its own. It consulted many interested groups. According to Simuchimba (2005: 25), the Chief Curriculum Specialist, through his or her Principal Specialist and Subject Curriculum Specialists, may or may not invite or consult other stakeholders like UNZA's School of Education, Colleges of Education, teachers, parents and mainline church bodies representatives as it deems fit. This provision may be there to enable the CDC to start or continue with the curriculum process where certain stakeholders are not involved or consulted. Whilst this provision can be used to protect the CDC, to some extent it will encourage biasness in the way stakeholders will be involved or consulted. The CDC may leave those who may happen to oppose the idea and retard progress.

The contributions from all the main stakeholders are very important, hence there was great need to ensure that they were all consulted. ZARET was left out of the curriculum reform process. The association representatives were dismayed by the way the integration was done without the association's input. The association wondered how CDC arrived at what type of topics from the RE syllabus to be included or removed in the new integrated syllabus since members of ZARET were left out during the review. The baseline study involves getting teachers' views.

The church is another most important stakeholder in the provision of education in Zambia. It was not adequately involved or consulted during the curriculum reform process. The church body is concerned in the way RE is taught and learnt in schools, whilst playing a cardinal role in the provision of education. The other main stakeholder, which was not fully involved, is the University of Zambia under the School of Education where Religious Studies (RS) is taught. The lecturers

from colleges of education were not all involved during the initial stage of the reform process.

Writings against the Integration of RE with SS into SDS

Henze (2004: 37), describes the integration of RE with SS into SDS as something that will have negative consequences. In the first place, he states that because of the emphasis on mathematics and science in schools, humanities and the arts subjects were being diminished. Teachers could suspend periods for RE and replace them with mathematics or science. The other thing Henze (2004: 37), points out is the danger that RE could be taught as History, Civics, and Geography: For example, the migration of people can be linked with the exodus of the Israelites from Egypt to Canaan under the leadership of Moses about the thirteenth century B.C. These facts may be correct, but they are not the reasons why these happenings were recorded in the scriptures. The religious reasons have more to do with God and with one another.

Indeed, the fear is that once RE components are taught into SDS, there is a likelihood that teachers if not careful and knowledgeable may end up teaching the subject as if it is Geography or History. Teachers may even skip RE and teach SS components. Henze also expressed worry at the ratio of 1:4, that is one topic of RE to four topics of SS as improperly balanced. He wondered why RE could be demoted to such an extent. He suggested that all social topics of living together and others should be integrated with all topics for moral elements. He gave an example of human rights and responsibilities, which should be underpinned by the belief that we are all created in the image of God, and that we are all sisters and brothers because we have the same Creator and same destiny.

It was further said, regarding conservation, once pupils learn to appreciate the earth as God's gift, which we must use wisely, they will go beyond the self-serving arguments to see themselves as guardians rather than exploiters, and take more

responsibility for our planet. Henze (2004: 38), states that there is need to ensure that the spiritual dimension is part of our new integrated syllabus. Spiritual and Moral Education can help the pupils to be better motivated, take responsibility and be committed. He said this could be effective if RE could have a greater share of the timetable if that was to be integrated fully.

Another contestation of the integration came from Cheyeka (2005: 33), RE at the lower and middle basic levels currently faces extinction because of the integration with SS into SDS. The subject can only survive the extinction if the teachers and lecturers, the ZARET, the RE consultative group, the Subject Specialists at the CDC, Standards Officers, Faith Communities and other key stake holders act decisively to ensure that it is taught in lower and middle basic schools.

Cheyeka (2005: 34), further argues that the marginalisation of RE should be blamed on all parties. The following institutions or interested parties played a role in the integration of the curriculum; CDC, University of Zambia, School of Education, RE teachers and lecturers and their associations, churches and parents. Almost every interested group is held responsible for the integration of RE with SS into SDS due to the fact that they did not work together to reject the new programme.

The churches were blamed for being silent even after seeing that RE had been absorbed into SDS. The problem starts from lack of coordination among the interested groups and the people involved in the curriculum reform process. According to Cheyeka (2005: 34), there seems to be no proper established links between the Ministry of Education and its organs, i.e. CDC, Examinations Council of Zambia (ECZ) and the School of Education at the University of Zambia. It appears that there was very little sharing of information by the people who were directly involved in the curriculum reforms.

Cheyeka (2005: 35), argues that there is now a growing idea that RE should be the fourth R in the 21st century. We are familiar with the three Rs (Reading, Arithmetic and Writing). Currently the vogue is 'Numeracy' and 'Literacy'. To this, we must add 'Religious Literacy'. He also said that religious literacy is as important as any literacy and not only for the sake of knowledge but for the sake of human growth. RE has potential to help pupils to analyse issues of HIV/AIDS, poverty, corruption, tribalism, unemployment, family life, religion, drugs, alcohol, sex, democracy and others critically.

Over the question, can RE survive? Cheyeka (2005: 35), has argued that it can, at the upper basic, which is from grade eight to nine and high school levels. The integration has affected negatively the foundation for teaching and learning of RE at the higher levels of education. When pupils go for higher levels of education after grade seven, they would find RE a new subject, taught separately.

Cheyeka (2005: 35), requested ZARET as a professional legal body to take up the matter and lobby churches and all the interested parties including academics to contest the marginalisation of RE. The government must make RE to be a core subject at the lower and middle basic levels if it is considered vital in the development of a good citizen.

Cheyeka (2005: 35) advises that SDS should comprise Geography, Civics (or Citizenship) and History. RE (spiritual and moral education) should remain distinct but should expand its horizons to include very real issues of moral and spiritual nature and of course religion. It was because people realised the importance of religion that RE was included in the School Curriculum of post-colonial Zambia as a separate subject.

Another critic of the integration of RE with SS is that of Brendan Carmody. While appreciating the intgration is not happy with the way the reform has affected RE as

a subject at the lower and middle basic levels of education. Carmody (2004: 33), states that one of the great hallmarks in the history of education in Zambia from the perspective of the churches has been the inclusion of RE in the school curriculum. This has resulted not only in providing RE but has led to among other things, close cooperation between various Christian denominations over the years as they produced an acceptable non-denominational programme in RE initially at the primary and secondary levels.

Carmody (2004:33), argues:

> I fully endorse the proposal that RE should receive significantly more time in the curriculum. I do this, however, not in the interest of greater integration of the type to which Henze referred to when he expressed fear that RE is being absorbed into SDS. Integration certainly has a place when it is put in the context of linking RE with other subjects like Civics, History, Geography, Biology, discussions of HIV/AIDS, and in the overall curriculum, but integration should not come anywhere near having RE become part of SS as the basic school and its teacher preparation programme have been done.

Carmody (2004: 33) said, RE must be taught and learnt in its own right, as has always been the case so that a coherent, structured, understanding of religion and religious matters would be achieved. If the integration of RE with SS was done in such a way that it was just linked to other subjects for the sake of subjects interdependence, it should have been welcomed. The concern is that the way it has been done may lead to the dissolution or slow extinction of RE from the education curriculum at the lower and middle basic levels of education. The other thing is that once RE is not properly taught and learnt at the lower and middle basic levels, pupils will not like the subject at higher levels of education. This is because the basic concepts would have not been properly assimilated at the lower and middle basic levels.

The integration of RE with SS into SDS will only lead to dissolution and ultimate extinction for RE. The consequences of integrating RE with SS into SDS may not be felt now but after some time. The process of learning the subject at different

levels will have negative consequences. One of the effects may be that the new religious concepts may be strange to the learner as the basics of RE at the lower and middle basic levels were not well formulated and taught.

Writings for the Integration of RE with SS into SDS

Simuchimba (2005: 24), argues that there is no serious problem with School RE in its integrated form in Zambia. The introduction of SDS at lower and middle basic levels of education was because of the curricular reforms, which affected almost all the subjects. The views might seem to be very straight to the point; hence, there is no major problem in integrating the two subjects in question. While these views may be right, just like those views against the integration, they were coming from an individualistic point of view as there was no research, carried out concerning the subject of integrating RE with SS into SDS. The other area, which was not done correctly, was where some of the main stakeholders like ZARET were left out from the initial stage of the integration as stated earlier.

According to Simuchimba (2005:26), CDC under the Ministry of Education is the only department mandated by government to carry out any school curriculum reforms or subject syllabus changes in Zambia. The CDC through the Curriculum Specialists may or may not invite or consult other stakeholders like UNZA's School of Education, Colleges of Education, teachers and parents as it deems fit. This clarifies the question of CDC not having invited or consulted certain organisations, as it was the discretion of the CDC to invite whoever they needed. Nevertheless, there must be wider representation to avoid the situation where the syllabus would be rejected like in Britain where teachers refused to teach the imposed syllabus. The non-consultation of all the key stakeholders in the integration of RE and SS was wrong as it reduced the sense of collective responsibility over the new curriculum.

Simuchimba (2005: 26), admitted that there were no qualified RE specialists or National Inspector for RE to protect the interests of the subject at the time of curriculum review. He however, explained that even if they were there, there is little they could have done to prevent the implementation of subject integration of the lower and middle basic level of education. The only thing that was needed was to have a qualified RE specialist who should have contributed something positive in terms of time allocation to the subject. The other thing may be that the specialist could have done was to have more RE topics included so that the ratio of RE to SS would be improved more than the current situation of 1:4.

Simuchimba (2005: 26) argued that RE has not been marginalised and swallowed up in SDS. He said all those who said it was marginalised only looked at RE as competing with one subject, SS instead of three different subject components of SS, namely Geography, History and Civics. He said if RE was seen as competing with three different subjects for inclusion, then the ratio of one RE topic to four SS topics would be fair and an acceptable balance of topics in the syllabus.

The point of argument is that RE was a separate subject before the integration of the curriculum while the other SS components, which are Geography, History and Civics, were already integrated. The three subject components were taught like that as SS while RE was separately taught. The integration of RE with SS may disadvantage RE in one way or another. The ratio of one RE topic to four SS topics is a demerit to RE as a subject. These components of SDS were taught like that in a combined state for a long time. The best is to allow the two subjects to be taught and learnt separately because RE and SS are as good and demanding like any other separate subject.

Simuchimba (2005:27), outlines the positive aspects of SDS for teaching the RE component. He argues that the new syllabus is likely to lead to improved and better teaching of the integrated RE topics. Although many people would like RE to

continue to be taught as a separate subject, there are some attitudes and policy-related problems, which have hindered the proper teaching of the subject in schools.

Simuchimba defended his position by making reference to Joe Kamoko, Daniel Mubanga and Life Mutaka's research in 1994, on the attitudes of teachers towards teaching RE, which revealed the following:

- Because of lack of full separate examinations at grade seven, RE was not taken as seriously as other subjects both by teachers and educational authorities.
- Teachers had shunned teaching RE at the lower and middle basic education levels because of lack of pupils and teachers' textbooks.
- Teachers treated RE as less important than other subjects such as mathematics and science because there were no fringe benefits such as sponsored workshops and seminars in the subject.
- Although RE was timetabled, teachers used most of its periods to teach SS and other separately examinable subjects, especially mathematics and science.

The point that Simuchimba argues is that all the above listed problems will be taken care of by SDS. At grade seven the subject area will be examined and the examinations will be based on the general and specific out comes set in the syllabus. Over the issue of lack of both teachers' and pupils' books, the Head teachers and the District Education Board Secretaries(DEBS) will now order and purchase the books directly from the local book seller. Currently, the situation in basic schools is that the head teachers and the DEBS are ordering and buying both pupils' textbooks and teachers' guides directly from the recognised local booksellers. Simuchimba says that with decentralisation of the process of book procurement there would be no shortages of textbooks in schools. Once textbooks are available teachers would be compelled to effectively teach RE components.

The revealed problems leading to teachers having negative attitudes towards teaching of RE are important but cannot influence the change of curriculum leading to the integration of RE with SS. These problems could have been addressed even without integrating the subjects. All that was important was the will from the government to support the curriculum by providing the enabling environment for teaching subjects like RE. For example, if there were effective monitoring programmes to ensure that all teachers were teaching all the subjects effectively, no one would shun RE teaching.

Simuchimba (2005: 27), stated that the view that religious and ethical issues will be taught as Geography, History or Civics and that teachers will adopt a purely comparative approach in teaching various topics in the syllabus is not correct. Given the syllabus booklet, pupils and teachers' books, no trained lower and middle basic school teacher can fail to teach in such a way that the clearly stated outcomes or objectives on RE topics are met. He said that older teachers who left colleges of education before the introduction of ZATEC and who are therefore, not very familiar with the integrated approach to education were being trained through short, in-service programmes within schools, zones, districts and provinces. The in-service training can be given to the teachers but the problem will still remain if those who are teacher trainers are not properly trained. Hence, we cannot completely avoid the fact that some teachers will teach RE topics from a comparative point of view.

According to Evans (1971: 55), before considering ways of combining religious education with subjects like literature, art, music, history and geography, the following should be emphasised:

> Although the subjects are all studies of human affairs
> and all concerned with the pursuit of objectives
> in addition, aims, they are nevertheless distinct from one
> another; each has its own type of knowledge, its own
> logical structure, its own methods of inquiry and its

> own principles of verification. The subjects also draw up insights provided by the others. Narrow specialist teaching is unsuitable for use in schools because it cannot be expected to arrive at true understanding. For that the dimensions offered by related disciplines must be added.

From Evans's argument, it is clear that if we intend to integrate RE with SS into SDS, we have to have well trained and experienced teachers who can teach effectively the integrated subjects like SDS at the lower and middle basic education levels. From Evans' statement that each subject is distinct from one another, the concern of the researcher therefore is how possible is it that all the concepts of RE will be taught effectively, since it is integrated with the related subject SS.

McGivern's main argument were that three of the general outcomes for the teaching of grades 1-7 are: (1) to develop moral and ethical qualities in a spiritual dimension; (2) to evaluate the norms, values and beliefs which influence people's attitudes towards population issues and environment; (3) to acquire knowledge, skills, attitudes and values necessary to understand and make informed decisions.

Apart from the three general outcomes, each of the grades from grade 1-7 has its own section for RE under the integrated subject:

Grade 1:	God in our lives (12 objectives)
Grade 2:	Religion in Zambia (12 objectives)
Grade 3:	Cultural and Religious Celebrations (12 objectives)
Grade 4:	Courage, Freedom and Justice (nine objectives)
Grade 5:	Tradition and initiation ceremonies (5 objectives) and the Bible and other scriptures (5 objectives)
Grade 6:	Prayer and Worship (5 objectives) and Happiness (4 objectives)
Grade 7:	Family life (8 objectives)

McGivern was disputing at the way the RE component has been compressed such that each section with so many objectives are only supposed to be aligned under three general out comes from grade 1 to 7. The implication is that details of the new integrated syllabus will not be taught but only basics will be taught.

The other things which Mcgivern disputed was the way periods and topics to be taught were allocated to RE in comparison to SS. He stated that the ratio of one topic of RE to four topics of SS was not evenly done. With this ratio, all that it meant was that many topics for RE were removed. Despite integrating the two subjects, only three periods per week were allocated. In the past, each of them had three periods per week.

MicGivern (2005:13), argues that RE is a subject, which needed to have national subject inspectors as it used to be when himself was in this position. The issue here is that currently there are only Senior Education Standards Officers (SESO) who are responsible for specific subjects like Mathematics, Sciences, Languages and subject learning areas like Social Sciences in which SDS is found. These SESOs are found at either the Provincial or MOE national headquarters.

McGivern (2005:13), said:

> When I was appointed national inspector for RE, I found that from grade one to seven, RE was a component of SS (as it still is today). The grade seven examination on SS had 50 multiple choice questions and the number of questions on RE was two. On examining the time location for the various topics under SS it worked out that RE should have had 14 questions. This was soon remedied. As well, RE became a core subject for junior secondary subjects. An inspector in the provinces would not be in a position to do this. The lack of national subject inspectors is a great loss, and not just for RE.

McGivern is right to request for the introduction of national inspectors responsible for subjects like RE. Currently it is not possible to have a national subject inspector

for RE because related subjects have been grouped into subject learning areas like Social Sciences where RE belongs.

The integration of curriculum in Zambia was because of the new education policy which was supported by donors. The newly integrated curriculum was because of emulating education curriculum from other countries like Botswana. In Botswana, just like in Zambia the curriculum is integrated at the lower and middle basic levels of education.

According to the reactions from the scanty literature in Zambia, the integration was not done following all the necessary procedures like consultation of key stakeholders. This was manifested by responses from the interested groups during the interviews. The technocrats from the CDC and the key stakeholders who were involved in the review and implementation of the integration of the curriculum for the lower and middle basic levels of education seem not to have done a very good assignment. Considering the reactions from both those who were for and against the integration, a lot needed to be done to ensure that no subject was disadvantaged in one way or the other. It appears there was no serious critical and analytical examination of the advantages and disadvantages of integrating the related subjects into the new curriculum.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter describes the research design, study setting and explains the techniques that were employed in the collection and analysing of data. It introduces and describes the target population, sampling procedures, sample size, ethical considerations, consent, instrument for data collection, the reliability and validity of the instrument for data collection, method of data collection and data analysis.

Research Design

Qualitative research design was used in the study. The data was collected using interviews. The interviews were tape recorded for each respondent and later on transcribed. The instruments, which were used, were unstructured interview schedules, which allowed the respondents to express themselves fully and gave the researcher chance to probe for more information. Different interview guides (unstructured interview schedules) were prepared separately for the following respondents; teachers, student teachers on teaching practice, CDC subject specialist for RE, District Resource Centre Coordinator (DRCC), District Education Standards Officer (DESO), ZARET representative, mainline church bodies representative, Provincial and National SESOs for Social Sciences, Basic school Head teachers and Basic Education College lecturers for RE. The other interview schedule was for the Zambian CDC Consultants.

The researcher used participatory observation for teachers from grades one to seven. This enabled the researcher to have a closer look at how the RE component of SDS was covered in terms of preparations from the schemes of work, weekly

forecast and lesson plans. The researcher being an Education Standards Officer-General Inspections at the time of carrying out the research did not have problems in having access to the teaching files of teachers. These teaching files contained schemes of work, weekly forecasts and lesson plans. Qualitative research design was chosen by the researcher to find out the perceived and real consequences of integrating RE with SS into SDS at lower and middle basic education levels. Qualitative research design was selected because of the nature of the research problem, which was mainly descriptive.

Study Setting

Participants were selected from the CDC, Directorate of Standards and Curriculum at national, provincial and district levels, lower and middle basic school sections, mainline church bodies, colleges of basic education, District Resource Centres, ZARET and the community.

Population of the Study

The target population for the study was the main stakeholders from Ministry of Education, mainline church bodies, ZARET and the Zambian community. The target population comprised the following: CDC workers, Education Standards Officers in Ministry of Education, interested partners from mainline church bodies, Basic Education College lecturers, Members of ZARET, Basic School teachers and parents.

Sample

Purposive sampling was used to select participants for the study. The researcher used the purposive sampling, which according to Singleton etal (1988: 198), is 'the type that is based entirely on the judgment of the researcher.' The sample is composed of elements, which contain the most characteristics, representative or typical attributes of the population. Purposive sampling has the element of probability, since the researcher was aware and exactly knew who to interview. In

this case, purposive sampling was correctly applied for coming up with the representative sample.

The sample, which was selected and interviewed, was as follows: forty teachers for lower and middle basic education levels, six student teachers from different basic education colleges on school based experience or teaching practice and four head teachers from basic schools. The other respondents included in the sample were, one RE specialist at CDC, two District Resource Centre Coordinators (DRCCs), two representatives from the mainline church bodies, one national SESO for Social Sciences, one Provincial SESO for Social Sciences and four lecturers from two basic education colleges and one CDC Consultant from the University of Zambia. A total number of sixty two respondents were interviewed. The sample was small because of the limited funding in terms of research money and the long distances between the sources of information.

Data Collection and Research Instruments

Data was collected using interview guides. The researcher used the interview guide because of the nature of the study, this was, explorative. The research actually required as much as possible a lot of information to be collected from the respondents. Open-ended questions were used. These questions were obtained from research questions and the objectives. The researcher used interview guide as it facilitated a free environment where respondents were able to express themselves very freely when answering the questions.

Methods of Data Collection

Face to face, interview was used in the collection of data. According to Ghosh (1992: 253), the interview method is a kind of verbal technique for obtaining data. It is the most commonly used method of data collection in the study of human behaviour. The researcher arranged with the respondents for the interview venue. Most of the teachers, lecturers and other working respondents were interviewed at

their working places. This was to the advantage of the researcher as it was easy to get other information from the place of work, which was needed to support the answers given by the respondents. Some parents were interviewed from their homes while others from their places of work. With other respondents, venues for interviews were arranged and agreed by the respondents. The interviews were conducted in confidence.

Before proceeding with the interviews, the researcher first explained to the interviewees, the purpose of the interviews. The interviewees were assured of the confidentiality involved in the interviews and that the research was purely meant for academic work. The respondents were told in advance that the interview proceedings were going to be tape recorded. Both the interviewer and the interviewees required a free and friendly environment for interviews to be conducted. Some interviewees refused to be interviewed or to have their interviews recorded. The researcher did not force any of the respondents to be interviewed against their wish although he had to convince them by explaining to them that the interviews were for academic purposes only. The new Education Secretary for the Council of Churches in Zambia (CCZ) refused to be interviewed because he had just taken over the office. He referred the researcher to his predecessor, Major Kachinga of the Salvation Army, who was difficult to contact during the interview period. The CDC RE Specialists refused to have the interviews tape-recorded as she was just acting on behalf of the subject specialist who was out of office at the time of interviews. Even though she was just acting, she had all the answers to the interview guide questions as she worked at the CDC at the time of curriculum reforms. In the situation where the interviewee refused to have the interview recorded, the researcher just wrote in the note book the respondent's answers during the interview. Each category of respondents had its interview guide. The time taken to interview respondents was not uniform as each of them answered the questions differently. Some respondents had a lot to say, especially that the questions were open ended. The researcher did not encounter many problems

during the time of interviewing the respondents, especially that most of them were able to understand the questions clearly, and were enlightened on educational issues.

The researcher carried out observations as part of the research. The researcher observed the teachers as they delivered the curriculum to the pupils. Observation was also applied when the researcher checked how the schemes of work, weekly forecast and the lesson plans were prepared by the teachers. This was done after the main interview was conducted. The researcher also had time to observe the teachers teach RE either in its integrated form with Social Studies or on its own as a separate subject. Most of them were reluctant to be observed because they were not teaching, using integrated methods.

Method of Data Analysis

The approach that the researcher used was qualitative hence data analysis was done in the report form. The researcher used descriptive methods of analysing data. Themes were picked from the interview guide. Analysis began as the information was collected from the field of research. The data from the interviews were coded and analysed by categorising information under the themes. The following are the themes under which the collected data was analysed;

(a) Reasons for integration of RE with SS into SDS.
(b) Main stakeholders or interested partners, who were consulted or involved before and during integration of RE with SS into SDS.
(c) Views of the CDC, RE Specialist over the integration of RE with SS into SDS.
(d) Teachers' views over the integration of RE with SS.
(e) Views of the Ministry of Education Standards Officers over the integration of RE with SS.
(f) The position of the mainline church bodies over the integration of RE with SS at the lower and middle education levels.
(g) Views of ZARET over the integration of RE with SS.

(h) Views of Student Teachers (ZATEC) on teaching practice, over the integration of RE with SS.

(i) The situation in schools concerning teaching and learning materials, especially teachers and pupils textbooks for SDS at the lower and middle basic levels of education.

CHAPTER FOUR

Presentations of Research Findings and Discussions

This chapter presents the findings on the study of "the Real and Perceived consequences of Integrating RE with SS into SDS, at the lower and middle basic education levels."

Sixty one respondents were interviewed and their responses were recorded using the tape recorder and the note book. The tape recorded responses were transcribed on paper and used for data analysis. The questions from the interview guide were later on used as themes for data analysis and discussions.

Causes of Integration of RE with SS into SDS

The curriculum reforms which were carried out by the CDC resulted in the integration of RE with SS into SDS. According to Banda (2005: 4) the MOE through the CDC carried out the basic school curriculum reforms from 1999 to 2003 which resulted in the Outcomes based syllabi. The researchers on behalf of the CDC who carried out a study on the curriculum for the basic schools recommended for curriculum reforms to take place in Zambia. The curriculum reforms reviewed the curriculum in order to ensure that it was in line with the needs and aspirations of the Zambian society at that time.

According to the CDC officer who was representing the RE Specialist, due to exposure to different education workshops internally and outside Zambia, CDC realized it was also important for The Zambian education system to reform lower and middle basic education level's curriculum. She said CDC in consultations with Teacher Education and Specialized Services (TESS) was in the forefront to ensure that the curriculum was integrated into five learning areas from eleven

subjects. The CDC also formulated the sixth learning area, the localized curriculum called Community Studies.

The Danish Development Agency (DANIDA) sponsored the curriculum reform programme that resulted into the integration of the eleven subjects at the lower and middle basic levels into five learning areas and one localized curriculum area. According to MOE (2000:1), the programme to review the lower, middle and upper basic levels into one comprehensive basic school curriculum was done through the Basic School Curriculum Development Component (BSCDC). This was part of the Zambia Basic Education Sub-Sector Investment Programme (BESSIP). The main consultant in the area of integration was a Mr. Kristern from Britain where curriculum reforms had been done.

According to the RE specialist representative at CDC, the survey was conducted through out the country. The survey was conducted in order to collect the views and contributions from the interested groups over the integration of subjects at the lower and middle basic levels into five learning areas. The researchers interviewed five hundred teachers. The RE specialist representative at CDC said Prof. C.P. Chishimba and Dr. Y.Chondoka of the University of Zambia were consultants during the initial stages of the curriculum integration process. Later the above two consultants were interviewed, they denied of having participated in conducting a survey on behalf of CDC. They both said they did something different from curriculum integration. For example, Dr.Y. Chondoka said he worked as a consultant on a study that was establishing the historical background to curriculum development in Zambia from 1964 to 1999. In his personal capacity he was able to give his views over the integration of RE with SS into SDS. He said, "the best way is to continue teaching RE and SS separately." He further said, "if integration has worked somewhere it does not mean that we have to copy it unless we have a report that our curriculum has a major problem." Indeed, there is need to maintain

our own way of teaching certain subjects rather than just coping from other countries when there is no serious problem with the local education curriculum.

The existing curriculum for the lower and middle basic levels that was reviewed and replaced by the new curriculum was said to have been overloaded, compartmentalized, examination oriented and inflexible. The SESO for Social Sciences at MOE Headquarters, said, "the new syllabus is outcomes based, which will focus on what the learners are expected to achieve results after a period of learning, referred to as learning outcomes." He also said, 'the new curriculum will not be looking at the behavioural objectives but emphasis will be on the observable and measurable knowledge, skills values and positive attitudes to be acquired by the learners after completing the lower and middle basic levels of education. The new curriculum will be looking at the learning out comes.'

According to Banda (2005:4), the outcome based syllabuses stresses the following areas; learner centredness, increased learner-teacher contact time, provision for different ability groups, and use of family language for initial literacy. It is also continuous assessment oriented

The issue is that the integration of RE with SS into SDS was because of the need to have the curriculum updated through the review which was carried out by the CDC. The CDC RE specialist representative and the SESO for Social Sciences at national level, said that RE was correctly integrated with SS as the two subjects belong to the group or study area of Social Sciences. The two subjects have many topics that are similar, hence it was seen to be in order to integrate them according to the requirement of national education policy, *Educating our Future*.

The Main Stakeholders Consulted Before and During the Integration of RE with SS into SDS.

The MOE, through the CDC, carried out consultations with different main stakeholders. According to MOE (2000:34) CDC should consult more stakeholders (role players) when formulating the curriculum. Curriculum reform or development is a negotiating exercise. The RE specialist representative at CDC, confirmed this and said a number of orientation workshops for the stakeholders were conducted about the integration of subjects into five learning areas. Initially the following stakeholders were marked to be sensitized: Standards Officers, District Education Board Secretaries, Provincial and District Resource Centre Coordinators, other officers from Ministry of Education, mainline church bodies, Examination Council of Zambia (ECZ), ZARET members and parents. SESO for Social Sciences at the MOE National Headquarters confirmed during the interview that several orientation workshops for different stakeholders took place at different levels.

The Standards Officers under the Directorate of Standards and Curriculum were oriented on the integration of the curriculum. The SESOs for Social Sciences at the national and provincial levels confirmed that CDC held a number of orientation workshops. The SESO for Social Sciences during the interviews said, 'a number of orientation workshops were held for the Standards officers as well as other stakeholders from the MOE and other walks of life. These workshops were done before integration of subjects was implemented.'

The Standards Officers at the national level in company of officers from the CDC went round in schools in all the provinces to find out the views from the teachers concerning the integration. The SESO for Social Sciences, said, 'the major problem or negative consequence resulting from the integration of SDS is the reduction in the number of periods. In the past RE and SS had three periods each per week but now SDS has only three periods. Teachers complained over the

reduction in the number of periods and the content topics to teach. They complained that the reduction in the periods will make the teaching of the integrated subjects not to be done effectively as when subjects like RE were taught separately. In the current curriculum, the content in terms of concepts to teach have also been reduced.

The CDC did not manage to consult or orient all the main stakeholders on the integration during the initial stages of curriculum integration. ZARET is a good example of the main stakeholders who were not consulted or oriented during the initial stage of curriculum integration. According to the ZARET representative, no executive member was involved in the curriculum review. The association was concerned over how the new curriculum was made in terms of the topics to be added or removed from RE during the integration, since the subject was not represented. General membership almost protested over the new curriculum in relation to RE syllabus, which was reviewed without a representative from ZARET. The members complained about the reduction of periods from three periods per week for RE as an independent subject to three periods for SDS where RE is a component. The other one was the integration of RE with SS hence topics to be taught were reduced to accommodate the two subject components at the lower and middle basic education levels. The association representative said the integration was not welcome because RE and SS were different, each with many topics to be taught separately. The association said that if the members were consulted they should have objected to the integration of RE with SS into SDS. The representative said, in future whenever the CDC is carrying out a curriculum review it must consult different subjects associations. Through the subject association, the CDC will know which topics to include and remove from the syllabus. The association representative recommended for discontinuation of the integration of the curriculum, if possible.

The representation of the mainline church bodies was inadequate during the initial stages of curriculum integrations. The Education Secretary for the Evangelical Fellowship in Zambia (EFZ), said she had very little information about the curriculum integration. During the interviews, the Education Secretary responded in her personal capacity since she had very little information about the integration of the curriculum. She said since RE was a wide and important subject it must be taught separately. The subject helps the pupils to grow up with good morals and able to respect other religions and denominations.

The Education Secretary for Council of Churches in Zambia declined to be interviewed in his official capacity, as he was new in that office. He referred the researcher to his predecessor who is a Major in the Salvation Army. The Major who had worked for a long period as Education Secretary was not available for the interviews during the research time. The Education Secretary by then in his personal capacity said he was not in favour of the integration. He said by integrating RE with SS many religious issues would not be taught. His worry was that teachers might not be able to teach topics in details using the integrated system.

Concerning the issue of consulting the key stakeholders, two lecturers from Kasama and one from Malcolm Moffat Education Colleges were interviewed. The two from Kasama said according to the records in the college there were no consultations that were made during the initial stages of curriculum integration. The lecturer from Malcolm Moffat Education College said at that college there were no consultations made but had information that there were colleges that pioneered the implementation of curriculum integration. In these colleges like Kitwe College of Education, lecturers trained student teachers how to teach the integrated curriculum in schools. The CDC initiated orientation workshops for the lecturers from different colleges on curriculum integration in the first place. Later

lecturers attended workshops dealing with the integration of eleven subjects into five different learning areas including the sixth one, Community Studies.

The two lecturers interviewed appreciated the integration, while one was against the integration of the curriculum. Those who appreciated the integration said the two subjects, RE and SS both belonged to social sciences. They said the two subjects have some related topics, which makes the integration easy. When planning and teaching, two related topics are integrated. When the two related topics are integrated it means that instead of preparing two similar topics from two subjects belonging to the same learning area the teacher will just prepare and teach the two topics under one lesson plan. For example, in grade two SDS the topic on Good Behaviour under SS is integrated with the topic on Love and Friendship from RE. They also said that the integration of the curriculum would solve the problem of shortage of staff in the schools and even colleges. The lecturers appreciated the integration of the curriculum in schools, as this will now make uniformity in what is taking place in colleges and in schools.

The lecturer who objected to the integration said the integration would result into neglecting subjects like RE. He also said it was very difficult in the integrated system to teach effectively the morals to the pupils. These morals are very important to the well being of the pupils in their respective communities. He said in schools just as what is happening in colleges, there is no longer teaching of topics in detail. Teachers under the integrated curriculum are teaching only basics of the concepts to the pupils. He said under the integrated curriculum it is very easy for the teacher that is not interested in RE not teach it. If internal or external monitors want to charge the teacher, it would be very difficult because the teacher would defend himself that the RE component would be taught later. The CDC needed to consult the main stakeholders widely from the initial to the evaluation stages of curriculum integration. The consultations which the CDC carried out did not cover all the main stakeholders like the ZARET. The stakeholders like ZARET

were cardinal in the sense that they were at the delivery point of actual teaching of the pupil who is the focal point.

The non-involvement or non-consultation of all key stakeholders is supported by the research carried out by Luangala etal (2000). The research findings show that most of the stakeholders did not participate in the design and formulation of the new integrated curriculum. Amongst those who were invited or involved are few teachers from Lusaka, Examinations Council of Zambia staff, Education Standards Officers (formerly called School Inspectors) and some lecturers from Basic Colleges of Education and the University of Zambia, School of Education. Only one RE lecturer from the University of Zambia was involved in the process of integrating RE with SS. He said, he was invited in his personal capacity as RE educator based at The University of Zambia to participate and give advice to the SDS team on matters concerning RE during the last stages of the syllabus reform exercise (Simuchimba, 2005: 25)

Despite not having consulted all the main stakeholders, the CDC went ahead to implement the new curriculum. The leaving out of the key stakeholders by CDC was not professional since the curriculum has many interested groups. When dealing with sensitive issues like the integration of RE with SS the main stakeholders from the church and ZARET are supposed to be involved or consulted during the process. This is because the church is interested in RE which deals with religious matters while RE teachers who are members of ZARET are at the delivery point in terms of teaching. Some of the stakeholders have the capacity to influence the position of the new curriculum. Once some of the stakeholders are left out of the initial planning, they will not support the implementation of the new curriculum. For instance, teachers who belong to ZARET were against the integration of RE with SS since they were not involved in the initial curriculum review process. All that is needed with community participation is transparency to prevail by involving all those who have a part to play in the new curriculum.

The Respondents Views on the Integration of RE with SS

During the study, sixty one respondents as a sample of interested groups in the teaching and learning of RE were interviewed and they had different responses. Of the teachers interviewed, 77% said the integration will be very helpful in the teaching of R.E to the pupils, 16% said, it will not be helpful while 7% were neutral.

With the mainline church bodies' representatives, 100% said integration would not be very helpful in the teaching of RE to the pupils. Coming to the Standards Officers, the basic school head teachers and Basic Education College lecturers interviewed, 67% of them stated that the integration of RE with SS into SDS was very helpful in the teaching of RE to pupils in the lower and middle basic education levels. All the DRCCs and the CDC RE specialist said the integration was helpful representing 100% in favour of integration. ZARET representatives by 100% said it was not helpful to teach RE in its integrated form. On average 60% of the interviewees accepted that the integration of RE with SS into SDS was helpful in teaching the RE components to the pupils, while 40% said the integration was not helpful.

Interviewees who said the integration would reduce the workload represented 77% of the basic school teachers. Instead of preparing for RE and SS separately the teacher will only prepare one subject, in this case SDS. They said, RE which was considered boring in the past before curriculum integration would be very involving now. Teachers said instead of teaching similar topics separately, it is better to integrate them. Two teachers from Nakonde basic school said integration was good in the sense that RE and SS had similar topics which could be taught together in one period. Others said the integration was good in the sense that it afforded the learners chance to relate the issues in RE to those in SS. This will reduce boredom in the learners as similar topics will not be repeated by teaching them in the integrated form. Others said it was all right to integrate RE with SS in

the sense that at grade seven examinations RE is examined as a component of SS. With this they said integration of the two subjects was long over due at these two levels of education.

The integration of RE with SS was supported by other stakeholders within MOE at different levels. The DRCCs who were interviewed said integration on one hand was good. They said integration reduced the workload of teachers in as far as preparations of what is supposed to be taught to the pupils was concerned. The DRCC for Isoka, said the integration will solve the problem of both teachers' and pupils' textbooks which had been a major problem in the past, especially for RE. Instead of having two different textbooks for RE and SS, only one textbook for SDS will be needed. The DESO of Nakonde, said the integration will make teachers teach all the components of RE and SS as compared to the time when the two were taught separately. The integration has brought effective teaching and learning, as pupils at these levels comprehend concepts from the integrated point of view. The integration will reduce the staffing needs of the school because where two teachers are needed only one teacher can do the work.

Respondents who were not in favour of the integration of RE with SS into SDS stated the following reasons; the integration of RE with SS just brought confusion in the way pupils learnt. It was possible that some of the learners could not make any sense out of what was taught to them in an integrated form. Topics for RE and even SS sometimes could not be adequately covered, as there was just too much load to teach and learn. Then even the teaching of the concepts was not done in details but just on the surface. RE concepts will now be taught as those for Civics, Geography or History. There was great fear that some teachers may totally neglect RE in favour of SS with minimal reprimand from the supervisors and external monitors.

The spiritual and moral aspects that are important to the children at these levels will not be effectively taught to the pupils. A lecturer at Kasama College of Education said RE as subject, has been negatively affected in the sense that many moral issues cannot come out on their own, having been integrated. The implication here is that RE concepts will not be assimilated by the learners in the way they used to when the subject was taught separately.

Provision of Training for Teachers on the Integration of RE with SS into SDS.

The majority of teachers interviewed were not implementing the new integrated curriculum. Even the few teachers that claimed to have undergone training did not teach the integrated curriculum. Out of the serving teachers interviewed, 34% said they were trained on how to prepare and teach the integrated subjects including SDS where RE and SS are components. Those who said they were not trained were 66%. Out of the trained teachers, 67% were practicing teaching of the integrated curriculum, while 33% were not. The real situation is that 34% of teachers are trained in the teaching of integrated subjects but not every trained teacher is actually practicing the integrated curriculum. There is need to retrain teachers who have been teaching before the integration of the curriculum at the lower and middle basic education levels. The training of teachers in the new methods of curriculum integration through in service training can be at different levels starting from national to school based workshops.

According to the teachers who have undergone in-service training to teach integrated subjects, the government through TESS has not done much in this area. Teachers who underwent the in-service training claim that the training has not been effective. Some of them complained that the period of workshops usually was too short to enable them get the concepts of teaching integrated subjects. They said that training workshops were usually for one day and yet there was a lot to cover.

The head teachers who were interviewed said despite the school-based workshops not benefiting teachers in monitary form, they still wanted more time for the training workshops. Others blamed the local teacher trainers for not having been conversant with the discipline of integration and hence they failed to train other serving teachers. Teachers recommended for more time during the workshops and the need for well-trained teacher trainers.

The implementation or teaching of the integrated curriculum has not been uniform. In the same district, 64% of the head teachers interviewed claimed to have trained their teachers while 36% said they have not done so. For example, at Chiwanda basic school in Isoka district one senior teacher said that teachers have attended orientation workshops. He said most teachers despite being trained are still teaching RE and SS separately because of various reasons ranging from non-availability of teachers and pupils textbooks. Teachers have not been teaching the integrated subjects even though they have been trained through in-service training programmes.

Some of the teachers interviewed said that they were not implementing the integrated curriculum. This was because of the type of training they underwent which was not adequate. The majority of teachers interviewed said they were not trained on how to teach the integrated curriculum. These wanted to train in order to be able to integrate when teaching in the lower and middle basic levels.

Views of Trainee Teachers, on the Integration of RE with SS

The student or trainee teachers who were interviewed came from the following colleges: Mansa, Kitwe, Chipata and Kasama Colleges of Education. The student teachers who were interviewed were six. It was a good representation of student teachers in the sense that they were coming from four provinces namely; Luapula, Copperbelt, Eastern and Northern Province. These trainee teachers were on school-based experience or teaching practice.

The trainee teachers preferred teaching the integrated subjects to separate subjects. They said RE components will be effectively taught in the integrated form since there are some topics which were similar in both RE and SS. These are supposed to integrate while those that are not similar will be taught on their own but under SDS. One student teacher said it was not easy for a teacher to leave out the sub topics for RE as they are integrated. She felt that it is easy for a teacher to neglect one subject when taught separately. All the trainee teachers interviewed except one from Kitwe College of Education were preparing schemes of work, weekly forecasts and lesson plans using the integrated approach. When I asked the trainee teacher, who was teaching grade 3 pupils why she was not integrating her lessons, she said it was due to non-availability of books for SDS.

The major challenges the trainee teachers faced during their teaching practice was lack of books to use when teaching. The other challenge was none implementation of the integrated curriculum by already serving teachers. The student teachers said what was needed was to train the serving teachers through in–service trainings organized by the school or the district. Student teachers confirmed that, the in–service programmes conducted by the schools to already serving teachers were not very adequate to motivate them to take up the challenge of teaching RE and SS in their integrated form. Trainee teachers were ready to help train the already serving teachers once in service training workshops were organized by the school management.

From what the trainee teachers and their lecturers said, the newly trained teachers were adequately prepared to teach integrated subjects effectively. To them it was in fact normal, as they were not comparing the integrated system to the old curriculum, where already serving teachers teach RE and SS separately. The newly trained teachers when employed as permanent teachers are supposed to be resource persons to train other teachers in integrated curriculum methodologies. The Head

teacher of Kakoko basic school in Isoka confirmed this when he said: "My new teacher from the College of Education is the one who sensitized and trained other teachers on teaching integrated subjects." The only problem is how conversant that teacher was in the new curriculum methods, he or she was going to sensitise and train others.

The lecturers from Kasama and Malcom Moffat College of Education confirmed that student teachers were trained adequately to teach integrated RE with SS effectively. A lecturer of Kasama College of Education said student teachers faced challenges when they went for school based experience. The common challenge was that old teachers told the new teachers not to teach the integrated curriculum. Things now will change positively since permanent teachers are being trained on how to teach integrated subjects. There is need for the school head teachers and Education Standards Officers to take keen interest in monitoring. They must ensure that integrated subjects are prepared for and taught in such a way that all subject components are effectively covered. The SESO based at the MOE national headquarters must always rehearse with the CDC and their client books publishers to ensure that quality books in terms of knowledge published are sent into schools. Teaching and learning aids, in this case both teachers' and pupils' text books for all the grades affected must be published and sent to all schools at the same time unlike what had happened so far. The situation in schools at the time of research was that some grades had the text books for SDS while others did not have. This made the implementation of the new integrated curriculum very difficulty as teachers without SDS textbooks continued with the old curriculum.

Status of SDS after the Integration

The way the teachers teach RE and SS as components of SDS determined the status of SDS after the curriculum integration. In the current situation the area of concern during the study has been on RE which is considered to be neglected in one way or the other by the system. In SDS, teachers may give more concentration on SS, neglecting RE components. Teachers who are not very conversant with the teaching of integrated subjects may distort most concepts of RE components in SDS as they teach. The ZARET representative said, "RE can not be taught effectively in the sense that books are written and published by people who are not even professionals in the areas of RE". She gave the example of when she attended SDS textbook review workshop where she discovered that one topic in the RE component was wrongly done by the author. During the inquiries, it was learnt that the author of that topic was neither RE trained nor even a teacher. She said that there is need to have trained RE teachers in the SDS textbook production. Some topics for RE which are vital from the SDS syllabus may not be included in the textbooks if trained RE teachers are not used.

The following are some of the positive aspects of RE being integrated with SS: RE topics, which teachers have been, finding difficult to teach will be made easy by virtue of being integrated with SS. With the integration, teachers will be finding it difficult to skip RE components that are part of the planned main subject, SDS. The RE topics in the SDS are too few to skip by the teachers. The SESO for social sciences at the MOE headquarters said that the status of RE will be promoted. This is because the new syllabus that is outcomes based focuses on the skills, attitudes,values,competencies achieved which are referred to as learning out comes. Therefore, the curriculum is outcomes-based rather than objectives-based.

The following are some of the negative consequences which may result from the integration of RE with SS: time allocation in terms of periods has been reduced. In

the past SS and RE used to have three periods each per week. With the integration into SDS, the periods despite the big load of subjects components, are just three per week. The implication is that teachers will be forced to teach only basics per each component of SDS in order to cover the syllabus. The ZARET representative said that at grade seven examinations there are few questions from RE component in SS. In 2005 there were seven RE questions while in 2006 there were eleven RE questions. There are fifty questions in all for SS in grade seven final examinations. Out of the fifty questions, only seven are RE questions. One of the negative consequences of integration is that teachers knowing that there have been few questions for RE at grade seven examination would not pay much attention to RE components when teaching. Most of the teachers would concentrate on teaching Civics, History and Geography components of SDS. With this prevailing situation, RE will stand to lose in one way or the other. Since the number of RE questions are not constant and with the integration, there may be an increase in the number of RE questions.

Those teachers who are in favour of the SS may neglect RE topics. Once this remains the trend, the base for RE at the higher levels of education would not be consolidated like other subjects, taught separately such as Numeracy. If it will be left like this for a long period, without precautions in place, RE may gradually be removed from the curriculum at the lower and middle basic levels and later at the higher levels. The precautions here are that, those with responsibilities of monitoring the teaching of Social Science subjects must do it diligently. Teachers must ensure that all the subjects components are fully covered when preparing and teaching SDS. There must be sensitisation workshops for teachers concerning the teaching of the different integrated subjects in schools and zonal schools.

The ZARET representative said that some teachers who are not interested in the component of RE will tell the pupils that the subject is not important and that it can even be learnt through reading the bible during church service. A senior teacher at

Mwenya basic school in Isoka said, pupils could learn RE concepts at their homes and even at church. This is not true as the way of learning RE in school is different from the way parents teach children at home certain principles of life.

All that has been stated concerning the negative and positive consequences of the integration of RE with SS are just assumptions. The real consequences actually will be attained after the evaluation of the integration of the curriculum after a specific period. Once interested groups prove that RE is not being properly taught and learnt at the lower and middle basic levels, the curriculum should be reviewed. If the integration of RE with SS into SDS will be proved to be good after evaluation then it will be implemented and be scaled to other levels of education if possible.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.

Summary

The majority of teachers in the schools where the research was carried out wanted the integrated curriculum. They wanted it because to them this was going to reduce on the workload. They said instead of preparing two subjects those which were similar, they would just do one.

Those who were not sensitized about the integrated curriculum wanted to attend in-service workshops so that they were trained. Some teachers wanted to attend workshops because they wanted to gain knowledge of the integrated curriculum while other teachers wanted to go for workshops for monetary gains. Amongst those who wanted to teach the integrated curriculum there were those who openly stated that they did not like teaching RE, hence it may be taught better in its integrated status with SS.

The newly trained and recruited teachers from the Zambia Teachers Education Colleges (ZATEC) seemed prepared to teach the integrated curriculum methods as compared to the old serving teachers. These newly trained teachers found it easier to do so because they knew very little about the old curriculum. Some of them complained that old serving teachers did not give them support. The old teachers especially the senior teachers wanted everyone to be preparing and teaching using the old methods, not the new integrated methods. Most of the old serving teachers resisted to start using the new methods required by the integrated curriculum. They wanted to continue teaching using the old system where subjects that belonged to one learning area were taught separately. They said it is not possible to teach morals effectively to children in the integrated form. They said most of teachers

under the integrated curriculum will now have chance of skipping the RE components.

Head teachers were divided over the integrated system of the curriculum. The majority of the head teachers said it was better to teach the young ones the old curriculum system not the integrated one. The Head teachers said the problem in Zambia was that we liked coping whatever the donors brought in. Indeed, government comes about with so many programmes without finishing others. Currently in almost all basic schools, there is New Breakthrough To Literacy (NBTL) and Step into English (SITE) programmes implemented. The government through the CDC has introduced the integrated curriculum, including SDS. The implication is that the education system in Zambia is not stable. At the end, it will be difficult to know exactly which education system is suitable for the learners and the national. Teachers, with these changes taking place are failing to specialize therefore there is currently some sort of confusion. Within one school some teachers are using the new integrated curriculum while others are using the old curriculm.

The majority of Head teachers complained to the government that it was costly to start buying the newly integrated subjects textbooks. Despite textbooks procurement being decentralized to school level, funding by the government is scanty. At the same time, it was wasteful as old stocks of books for the previous curriculum were piled on bookshelves. These books could not be used to teach effectively the new integrated curriculum as they were outdated. The procedures of purchasing new books as per current arrangement may seem to be efficient and yet they are not. The agents for the books publishers take time to deliver the ordered textbooks to schools. At times, these agents sell wrong types of textbooks for different subjects. Certain textbooks for integrated curriculum found in schools were poorly edited as they had so many mistakes.

The teachers were not consistent in what they said during the interviews and what they did in class. Most of the teachers who claimed that they were in favour of the integrated curriculum and were oriented about it, never implemented it. The teachers in the first place did not know exactly what was involved as they said the integrated curriculum was easy to prepare and teach. Going by what I saw in the field, there is need to strengthen the monitoring part otherwise there will be no effective teaching and learning.

Conclusion

The integration of RE with SS into SDS at the lower and middle basic levels of education was received with mixed feelings. The process of integrating subjects into subject learning areas was because of the requirement of national education policy. The policy requires curriculum review to be from time to time in order to update it since it is dynamic. The lower and middle basic level curriculum after review was divided into five subject-learning areas from the previous eleven subjects.

The integration of the two subjects as an outcome of the curriculum review has attracted discussions and writings by interested groups. There were those who were for and against the idea of integrating RE with SS into SDS. The main stakeholders not in favour of the integration considered the curriculum review as not yielding anything good. They did not see any positive consequences in having the integration of RE with SS into SDS. Some of those who objected to the integration feared that RE was going to be neglected by the education system. Some of the teachers may neglect RE component, which they consider inferior as they concentrate on teaching SS component favoured by most of them. Once pupils at the lower and middle basic levels are taught RE in its integrated form, they would not be in position to know that they learnt RE at one point. The implication is that the base for RE as a subject would have not been well established because of the

integration of the subjects. This would result in the pupils in their higher grades to be shunning the subject, as it would seem to be new.

On the other hand, the integration of RE with SS was appreciated by some stakeholders. Those who welcomed the integration said that it was done in line with the requirement of the national education policy. The policy demands that the curriculum must be reviewed after a period, especially after five years. They said that, the integration made the work easier for teachers. The work load for teachers would be reduced in the sense that instead of preparing for RE and SS separately only one subject SDS is prepared and taught. The integration would actually minimize monotony in the learners by integrating similar concepts found in RE and SS. Another argument recommended by educationists, that at this level of learning, pupils learn better once taught from the unified and integrated point of view instead of compartmentalized and diversified point. Further more the learning load for the pupils would also be reduced from the previous eleven to current five subjects learning areas.

Having analysed and examined critically the research findings, the whole situation adds up to consequences that are mainly perceived. In the first place, all the respondents or the interested parties were actually stating their perceived ideas over the consequences resulting from the integration. There had never been an empirical research or study carried out to evaluate the consequences of integrated curriculum teaching.

The majority of teachers who were for the idea of integrating the curriculum did not mean what they said. They perceived that the integration would make teaching RE integrated with SS easier than when the two subjects were taught separately. The reality was that teaching of the integrated curriculum was not easy. There is a lot of work, in terms of preparations by the teachers. Teachers teaching integrated

subjects, for example SDS must ensure that the components of the two subjects RE and SS are evenly covered. Once teachers are biased towards one subject component when teaching, the other component would suffer. The real consequence of this situation is that some teachers, if not the majority, would be biased towards SS. Most of them say that SS is more interesting to teach than RE. The other reason being that one stated earlier that more concentration is given to SS because at grade seven examinations more questions asked are on SS as compared to RE.

The teachers who claim that they can teach better the integrated curriculum failed to prepare and teach RE effectively when they taught it separately. The question is, how possible is it that a teacher who fails to teach RE effectively when it is taught separately, would be able to effectively teach it once integrated with SS? The same teachers who were in support of the integration during the research were not implementing teaching of the new integrated curriculum. Those who said the integrated system would bring about easy learning of concepts by the pupils did not realize that it was not as easy as they perceived it. In order for the teachers to teach effectively, the integrated subject, they must be well trained, prepared and self-motivated otherwise, they cannot.

The integration of RE with SS would realize real and positive consequences if the education system had all the necessary requirements in place. In the first place, we need to have well-trained workers to implement the teaching of the new curriculum. There must be both teaching and learning aids in terms of pupils and teachers' textbooks for SDS and other integrated subjects. The main stakeholders must be well informed through sensitisation or orientation workshops about the new curriculum in order to give it support. Then there is need for continuity of programme once it is fully implemented. It is not a good idea accepting new programmes especially dealing with the curriculum just because it is donor driven. Some of these new programmes like integrated curriculum initiated by donors are

being piloted in our poor African countries to see if they could b effective before being implemented there countries. Since curriculum is said to be dynamic and must change with time at the same time we must take precautions before we accept any change in our education system. If these and many other things cannot be put in place then we will always end up with perceived consequences which cannot be turned into real ones by those responsible for the education system.

Recommendations

Consultations of the main stakeholders before the new curriculum is implemented in future are very important. It is important to consult widely when there is such an important activity like the curriculum reform taking place. The main stakeholders once consulted will contribute positively towards the integrated curriculum reforms. Among the key stakeholders to be consulted are the teachers and the basic education college lecturers. The lecturers are important in the sense that they are the trainers of teachers while teachers are important in the sense that they are at the delivery point. Teachers are the ones who will test if the new curriculum is beneficial to both the pupils and the system at large. The children who are learners from grades one to seven cannot be consulted or oriented concerning curriculum reforms, as they are too young to analyse properly the curriculum issues. This is the reason why the parents must be consulted, as they can know better the type of education their children can benefit from. In future, the basic education college lecturers and basic schoolteachers are supposed to be consulted from the initial stage to the final stage that is review and evaluation. According to the interviews carried out there were certain schools in the copper belt province, which acted as pilot schools. The CDC did not circulate whatever was realized from the pilot project in terms of effectiveness of the teaching of the integrated curriculum. This should have been done before the implementation of the integrated curriculum into other schools that never piloted.

After the implementation of the new curriculum, both new and old serving teachers must be trained in the new methods. Teachers who were already in schools at the time of introducing integrated curriculum will have to under go in- service training workshops. The trainers must be well knowledgeable about the integration teaching methods. This is important because it will enable them to train teachers effectively during in service training workshops. In order to have the training of teachers, of the same standard, it must be done if possible from a central place by well-trained trainers. Some teachers trained locally complained that they could not start teaching the new integrated subjects due to inadequate training which they received.

Sensitisation of the community should be given high consideration otherwise the system might collapse. The importance of sensitizing the community is to let the parents know what their children are learning. When the community is not well informed about the new curriculum, they can even stop their children from learning the subject.

There is great need to publish books for SDS, as currently there are inadequate books in schools forcing teachers who would like to use new curriculum to go for the old one.. This curriculum needs new properly written books by the professional publishers. It is highly recommended that qualified former or serving RE teachers be trained and be part of the authors for SDS textbooks. This would actually solve the problem where the components for RE in SDS are not properly written by authors and publishers who are not RE teachers. The Directorate of Standards and Curriculum must ensure that CDC has well trained officers to assess and evaluate the quality of books in terms of subject contents before books are published. CDC must also train Head teachers on book selection in conjunction with Directorate of Standards and Curriculum.

The other thing that needs to be enhanced is the monitoring at the internal and external level. The monitoring of teachers implementing the teaching of the new integrated curriculum by school administrators and Standards Officers will ensure there is quality and uniformity. It is from monitoring of teachers teaching the integrated curriculum that would determine the need to provide in-service training to teachers. Teachers and pupils would be determining factors on the nature of the consequences of the integrated programme.

The MOE, if possible must re-establish the position of the national SESO for RE who will be responsible for it as it used to be when Mc Givern was appointed as National Inspector for RE. The current national SESO who has the duty to check over the subject is in charge of a number of subjects in Social Sciences where SDS is. The implication is that he may not have enough knowledge about RE hence it becomes difficult for him to defend its interest at times.

It was recommended that in the nearest future the CDC must employ or second a qualified RE teacher to work as RE specialist. It is unfair to have a caretaker to work as RE specialist who is specialized in a different field. Many teachers with degrees in Religious Studies can ably work at the CDC. Once there is a qualified RE specialist then the subject will be given the support and protection it deserves like other subjects.

There is great need in future, especially after five years from the time of implementation, to carry out a review and evaluation of the curriculum. The review will ensure that what has been introduced to pupils was good for their learning and the society to appreciate. Through the review, all the shortfalls in the curriculum will be identified so that a revised curriculum to stand the taste of time will be constituted. During the curriculum review by the CDC, all the key stakeholders like teachers, basic education college lecturers, main line churches representatives and parents to be involved. The review group in future will determine the status and position of the integrated curriculum. If it will have more shortfalls then CDC

will decide through consultations whether to continue with integrated curriculum or put a different one in place.

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APPENDIX A:

INTERVIEW GUIDE FOR LOWER AND MIDDLE BASIC SCHOOL TEACHERS

1. Is the integration of Religious Education with Social Studies very helpful in the way Religious Education is taught?
2. Is Religious Education syllabus adequately covered in the integrated system of teaching?
3. Have you been given special trainings to teach the integrated subjects, inform of in-service?
    a. If yes was the training period adequate?
    b. If not do you think the training of this kind is necessary to you?
4. Do you favour the integration of the curriculum? Why?
5. Which subject between Social Studies and Religious Education is your favourite?
6. As a result of this integration do you see any danger for Religious Education in future?
7. What are the merits and demerits of integrating Religious Education with Social Studies?
8. Do you prepare schemes of work, Weekly forecasts and Lesson plans in the integrated form?
9. What are your comments and recommendations concerning the integration of Religious Education with Social Studies?

APPENDIX B:

INTERVIEW GUIDE FOR CURRICULUM DEVELOPMENT CENTRE (CDC),SUBJECT SPECIALIST.

1. For how long have you been working at the Curriculum Development Centre?

2. Following the Education Policy ,Educating Our Future, concerning subjects at the lower and middle Basic level, Religious Education has been integrated with Social Studies. What were the factors that caused the integration of Religious Education with Social Studies?

3. Who were the main stakeholders who constituted the main team that championed over the integration of Religious Education with Social Studies into Social and Development Studies?

4. How often do you monitor the Curriculum delivery of Religious Education integrated with Social Studies?

5. Since the integration of Religious of Education with Social Studies, have you evaluated the impact resulting from integration or if not when are you going to evaluate it?

5. Don't you think that Religious Education may face extinction from the main education curriculum in future, as its base is not very strong?

6. What are the challenges being faced by Religious Education as a subject in its integrated form?

7. Is the integration of subjects in six learning areas implemented in all the schools in the country? If no what could be the problem for not integrating to the full scale in the country?

8. Have you managed to have human resource development in terms of seminars and workshops for all those involved in implementing and evaluation?

9 How are you going to solve the problem of teaching in basic schools where there is insufficient of teachers and pupils textbooks.

10. What are your final comments and Recommendations concerning the integration?

APPENDIX C:

INTERVIEW GUIDE FOR ZAMBIA ASSOCIATION FOR RELIGIOUS EDUCATION TEACHERS (ZARET) REPRESENTATIVE

1. Following the integration of Religious Education with Social Studies at the lower and middle Basic Education levels, what has been the response from your members?
2. As an association representing R.E Teachers were you involved in the initial stages of subject Reform Programme? (a) If yes do you support the integration of Religious Education with Social Studies? (b) If no why did the association not have the representative during the initial stage of the integration of RE with SS?
3. Are you for the Idea of integrating Religious Education with Social Studies? Why?
4. With the integration of Religious Education with Social Studies, do you think Religious Education is going to be in danger of extinction in future?
5. Through your association what has been done to have teachers undergo in-service training in how to effectively teach SDS in order that RE components are well taught and leant by teachers and pupils respectively?
6. What is the situation like in terms of teachers' and pupils' supply of books i.e. lower and middle basic schools?
7. What are your general comments and recommendations concerning the integration of Religious Education with Social Studies?

APPENDIX D:

INTERVIEW GUIDE FOR BASIC SCHOOL HEAD TEACHERS

1. Is the integration of Religious Education with Social Studies bringing effective teaching of Religious Education in your school?
2. In your school have you already started implementing teaching Religious Education using the intergraded system?
3. Is Religious Education Syllabus or topics being abruptly covered in the integrated system?
4. Have your provided in-service training to your teachers to your teachers concerning how to prepare and teach Religious Education in its integrated form? If yes was the training adequate to equip teachers with skills of handling the integrated subjects?
5. As the head teacher of the school are you in favour of integration of Religious Education with Social Studies in to Social and Development Studies?
6. Do you see any danger for Religious Education in future as a subject being integrated with Social Studies?
7. What are the merits and demerits resulting from the integration of Religious Education with Social Studies into Social and Development Studies?
8. What are your comments and recommendations concerning the integration of Religious Education with Social Studies?

APPENDIX E:

INTERVIEW GUIDE FOR BASIC EDUCATION COLLEGE LECTURERS

1. For how long have you been lecturing under Social Sciences department?
2. Has the integration of Religious Education with Social Studies brought improvement in the way Religious Education is taught in schools?
3. Do you favour the integration of Religious Education with Social Studies?
4. As lecturers in the college have you been trained about the integration of Religious Education with Social Studies?
5. Are the students you teach very much conversant in handling the integrated curriculum?
6. Considering a period of one year in college and one year in the field for school based experience, are new teachers going to teach Religious Education component effectively in schools?
7. Do you see any danger for Religious Education in future because of the integration of it with Social Studies?
8. Where lecturers, part of the team that championed the integration of Religious Education with Social Studies?
9. According to the reports or observation made by you lecturers in the fields, are materials for teaching this integrated system of subjects readily available in schools?
10. What are your comments and recommendations concerning the integration of Religious Education with Social Studies into Social ND Development Studies?

APPENDIX F:

INTERVIEW GUIDE FOR CDC CONSULTANCY BEFORE AND DURING THE INTEGRATION OF RE WITH SS INTO SDS

1. What stage of curriculum review was you engaged as a consultant by the CDC?
2. What other consultants did you work with?
3. What observations did you make as a consultant in relation to the integration of the curriculum in general?
4. Considering the input as a consultant was the consultation done by the CDC adequate?
5. In your own capacity, what are the consequences of integrating RE with SS into SDS in as far as RE is concerned?
6. Concerning the comparisons made in relation curriculum integration, has RE been integrated into other subjects, in countries like Britain Botswana and Malawi?
7. What are your comments and recommendations over the integration of RE with SS into SDS at the lower and middle Basic levels of education?

APPENDIX G:

INTERVIEW GUIDE FOR STUDENT TEACHERS ON TEACHING PRACTICE

1. You were trained at which college?
2. Were you trained to teach integrated curriculum especially in this case Religious Education and Social Studies in to Social and Development Studies?
3. Was the training Adequate such that you are able to teach the integrated curriculum effectively?
4. As a new teacher to be would you prefer to teach integrated subjects like Social and Development Studies or separated as Religious Education and Social Studies?
5. Do you think Religious Education Components will be taught effectively once taught in the integrated form i.e. Social and Development Studies?
6. According to the experience that you have accrued during your teaching practice from permanent teachers, are they using integrated form when teaching or they teach Religious Education and Social Studies separately?
7. Is this school where are you are doing teaching practice fully equipped with teaching and leaning aids in terms of books?
8. Since you have been teaching in thing school have you ever attended any in-service training pertaining to teaching of Social and Development Studies?
9. What are your comments and recommendations concerning the teaching of Religious Education with Social Studies or the integrated one of Social and Development studies?

APPENDIX H:

INTERVIEW GUIDE FOR MAINLINE CHURCH BODIES REPRESENTATIVES

1. Are you aware about the integration of Religious Education with Social Studies into a study area called Social and Development Studies?
2. Are you among those interested stakeholders who were consulted by the Curriculum Development Centre before implementing the integration of Religious Education with Social Studies? (a) If yes what were your contributions? (b) If not what could have been your contributions concerning the integration?
3. Are you happy with the government policy as from *Educating Our Future* (Ministry of Education) 1996, which states that some subjects should be integrated into study areas?
4. Religious Education has been integrated with Social Studies into Social and Development Studies, which has been allocated with only three periods per week. What is your opinion concerning consequences for RE because of the integration?
5. Being main stakeholders in the provision of Education have you ever been invited by Curriculum Development Centre specialist to evaluate the consequences brought by the integration?
6. What are your comments, recommendations and way forward concerning the integration of Religious Education with Social Studies into Social and Development Studies.

APPENDIX I:

INTERVIEW GUIDE FOR STANDARDS OFFICERS

1. As Standards Officer in the Ministry of Education are you aware that Religious Education has been integrated with Social Studies into social and Development Studies at the Lower and Middle Basic levels of education?
2. Were Officers from the Directorate of Curriculum and Standards, consulted by the Curriculum Development Centre when coming up with the new syllabus of integration?
3. What could be the consequences affecting Religious Education due to its integration with Social Studies?
4. How do you compare the current Curriculum to the past one in terms of effective teaching of Religious Education?
5. What are the challenges being faced by teachers in the current way of teaching Religious Education in its integrated form?
6. As standards officers have you been trained on the integrated subjects especially Religious Education with Social Studies?
7. Under Curriculum and Assessments, have you trained teachers to teach integrated subjects effectively?
8. Have ever been invited by the Curriculum Centre to evaluate the current integrated system of Teaching Religious Education?
9. If yes, what were your findings during evaluation?
10. From what is prevailing in the field through your physical monitoring of teachers, teaching or through reports received?
11. What are your comments, recommendations and way forward concerning the integration of Religious Education with Social Studies?