



NGO Educational Developments and Neo-liberalism in Africa: the case of Zambia



Peggy Mwanza Ph.D.

Lecturer, University of Zambia
CICE Visiting Professor

Research Interests: Education Policy Reform in Sub-Saharan Africa including Zambia with a focus on Basic Education Policy; School Management; and Human Resource Development and Management.

2013 PhD, Edinburgh University, United Kingdom

2005 MED, University of Zambia

2005- Present, Lecturer at the University of Zambia

The prominence of NGOs is not by chance; nor is it only a response to local initiative and voluntary action. Equally important is the fact that NGOs have increasingly gained popularity with official aid agencies in this era of neo-liberalism in most parts of the world. Therefore, the prominence of NGOs stems from two main factors: the retreat of centralised government and the keen interest of donor agencies in the era of neo-liberalism. The gradual retreat of the state particularly in the developing world in public service delivery has left a ‘gap’ that NGOs attempt to fill. From after the Second War to the late 1970s, the role of government was primarily to run the public sector, oversee the economy, and treat its citizens as consumers (Kajimbwa, 2006:59). In development discourse, especially in Africa, the dominant approach during this period was top-down, state-controlled, and supply driven (Chambers, 2005; Lewis, 2005). However, conditionalities attached to loans by multilateral agencies called upon African governments who had borrowed to decentralise their powers to the lower levels and to reduce on government spending. These conditionalities were packaged in the neo-liberal policy of Structural Adjustment Programmes (SAPs).

The neo-liberal approaches that dominated the discussion of development policy since the 1980s advocated for Structural Adjustment Policies such as reduced government spending and reduced deficits, and liberalisation of the market. For example, in Zambia, SAPs led to the reduction in government spending in the education sector. In Zambia and many other parts of Africa the SAPs have had adverse effects on the education system and society as whole. Indeed, at present, most commentators agree that the neo-liberal reforms that were imposed under SAPs in the 1980s actually caused much of the growth in poverty and inequality we have seen in Africa and Latin America over the past few decades (Manji, 2002 and O’Coill). As Mwanza writes: “All in all, the experience of SAP throughout Africa has been disastrous. The magnitude of the human tragedy caused by SAP may not be easily understood to-day” (Mwanza, 1995:67).



Date: July 16th (Thu.) 16:30–18:00
Venue: CICE Seminar Room, 6th Floor IDEC

【Inquiries/問い合わせ先】

Center for the Study of International Cooperation in Education

(CICE: 教育開発国際協力研究センター)

Email:cice@hiroshima-u.ac.jp / TEL: 082-424-6959