Preface and acknowledgements

A book of this nature is virtually impossible to complete without the input from some people. The author is very grateful to the Commonwealth Secretariat and to Cambridge Commonwealth Trust for financial support in completing this book. She also acknowledges grants from New Hall, Board of Graduate Studies and the Faculty of Education, which covered some of the expenses of the research into improving teaching and learning in secondary schools. While it is difficult to mention by name all those who contributed towards the completion of this book, the author would particularly like to thank the people below.

Prof. Donald McIntyre, for taking a keen interest in this work, provision of relevant material, and for providing helpful comments and direction of the topic. The author sincerely appreciated his stimulating and challenging conversations, criticisms, suggestions and insights, which helped her develop her ideas into this book. She thanks Dr Grant Bage for directing the work before and after the fieldwork, and for provision of insightful and critical suggestions, which challenged the work in its initial stages. The author is grateful to Prof. Geoffrey Lungwangwa of the University of Zambia, for directing the fieldwork in Zambia between January 2001 and August 2001, and to Prof. Michael J Kelly for provision of relevant materials, support and encouragement.

The author would like to thank the head teachers at the following schools: Munali Senior, Munali Junior, David Kaunda, Kabulonga Boys, Kabulonga Girls, Kamwala and Arakan, for accepting her into their schools. She also wishes to thank all the teachers and pupils from the six schools in Lusaka and St Joseph's School for the Deaf in Kalulushi, who took part in the study. She sincerely appreciated the co-operation and support of the administration, staff and pupils at Munali High School, where she spent a longer period during the fieldwork. The author would like to thank officers at the Ministry of Education (MoE), national and provincial headquarters, in Zambia for granting her permission to conduct research in the schools and for access to materials at the MoE and Central Statistical Office (CSO).

The author greatly appreciates all the people who have been supportive throughout the inception of this book to its completion. Special thanks especially to Dr Lorna Cork for her inspiring, supportive and encouraging stance. Also to her friends and 'family' in Cambridge, who always supported her in various ways: Mrs Anne Lonsdale, Margaret and Ted Dennison, Mike and Beryl Connolly, Mirriam Noble, Martha Mulaisho, Gillian Margolin, Benina Layman, Dr Dammika Jayawardane, and Paul Crack; and to her very special friends, Rose Ann Renee and Dr Tracy Gannon. She thanks her family and friends in Zambia, especially Maria Musuka, for all their support: accommodation, meals, care and above all just being there and allowing her all the time she needed to complete the book.

The librarians at Cambridge University Library, Brookside, Shaftesbury and the African Studies Centre were helpful with the retrieval of much-needed information. Thanks go to all the lecturers and staff in the Faculty of Education at the University of Cambridge, the United Kingdom, whose courses informed this book. Finally, thanks to Editors4Change Ltd. for editing the book.