



Cultural Preservation Through Traditional Music Education in Zambian Communities: A Scholarly Review of Recent Initiatives

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Abstract

Cultural preservation in Zambian communities is increasingly focusing on traditional music education as a means to maintain and revitalize indigenous musical traditions. The methodology involved an analysis of academic literature, reports from non-governmental organizations (NGOs), and interviews with educators and community leaders. The focus was on identifying successful models and challenges faced by these initiatives. A key finding is the significant role that mentorship programmes play in preserving traditional music knowledge across generations, particularly among younger participants who are more engaged in learning traditional instruments and songs. The review concludes that while many communities show enthusiasm for these educational programmes, there remains a need to address issues such as teacher training and funding to ensure long-term sustainability. Recommendations include the development of standardised curricula and mentorship frameworks, alongside increased investment from both governmental and non-governmental sectors.

Keywords: *African Studies, Ethnomusicology, Cultural Heritage, Pedagogy, Community Engagement, Intercultural Dialogue, Indigenous Knowledge Systems*

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