REPORT

OF THE

COMMITTEE ON EDUCATION, SCIENCE AND TECHNOLOGY

FOR THE

SECOND SESSION OF THE TWELFTH NATIONAL ASSEMBLY
APPOINTED ON WEDNESDAY, 20TH SEPTEMBER, 2017
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in Basic Schools for the Fourth Session of the Eleventh National Assembly

PART IV

17.0 Conclusion
Appendix I – List of National Assembly Officials
Consisting of:

Mr G K Mwamba, MP (Chairperson); Ms P C Mwashingwele, MP (Vice Chairperson); Prof G Lungwangwa, MP; Mr S Tembo, MP; Mr K H S Kamboni, MP; Mr E Machila, MP; Mr K Sampa, MP; Mr P C Mecha, MP; Mr H S Chansa, MP and Mr G M Imbuwa, MP.

Following the appointment of Mr G M Imbuwa, MP to serve on the Committee on Privileges, Absences and Support Services, Mr M Mutelo, MP was appointed to the Committee on Tuesday, 10th October, 2017.

The Honourable Mr Speaker
National Assembly
Parliament Buildings
LUSAKA

Sir

Your Committee has the honour to present its Report for the Second Session of the Twelfth National Assembly.

Functions of the Committee

2.0 The functions of your Committee are to:

(a) study, report and make appropriate recommendations to the Government through the House on the mandate, management and operations of the Ministry of General Education and the Ministry of Higher Education, departments and agencies under their portfolio;

(b) carry out detailed scrutiny of certain activities being undertaken by the Ministry of General Education and the Ministry of Higher Education, departments and agencies under their portfolio and make appropriate recommendations to the House for ultimate consideration by the Government;

(c) make, if considered necessary, recommendations to the Government on the need to review certain policies and certain existing legislation;

(d) examine annual reports of the Ministry of General Education and the Ministry of Higher Education and departments under their portfolios in the context of the autonomy and efficiency of Government ministries and departments, and determine whether the affairs of the said bodies are being managed according to relevant Acts of Parliament, established regulations, rules and general orders;

(e) consider any Bills that may be referred to the Committee by the House;

(f) consider international agreements and treaties in accordance with Article 63 of the Constitution;

(g) consider special audit reports referred to the Committee by the Speaker or an Order of the House;
(h) where appropriate, hold public hearings on a matter under its consideration; and
(i) consider any matter referred to the Committee by the Speaker or an Order of the House.

Meetings of the Committee
3.0 Your Committee held ten meetings to consider the topical issues selected for study for the Second Session of the Twelfth National Assembly.

Programme of Work
4.0 At your Committee’s second meeting held on Wednesday, 27th September, 2017, it considered and adopted the programme of work set out below.
   (a) Consideration of the Action-Taken Report on the Committee’s Report for the First Session of the Eleventh National Assembly.
   (b) The Role of Community Schools in Enhancing Access to Education in Zambia.
   (c) Access to Education for Circumstantial Children in Zambian Correctional Facilities.
   (d) Tours
   (e) Consideration and adoption of the draft report.

Procedure Adopted by the Committee
5.0 Your Committee requested detailed memoranda on the topics under consideration from concerned stakeholders and invited them to appear before it in order to render oral submissions and clarify issues arising from their submissions.

Arrangement of the Report
6.0 The Report of your Committee is in four parts. Part I deals with the topical issues deliberated on by your Committee while Part II is on the local tour. Part III is on the Action-Taken Reports and Part IV is the conclusion.

PART I

CONSIDERATION OF THE TOPICAL ISSUES

7.0 TOPIC 1: THE ROLE OF COMMUNITY SCHOOLS IN ENHANCING ACCESS TO EDUCATION IN ZAMBIA

Background
Education attainment is regarded a universal right that every child of school going age must access. The universal access to education is achievable when a number of factors are put in place, and such factors include:
   (i) quality education infrastructure put in place, which includes both classroom facilities and teachers’ houses;
   (ii) trained teachers to offer quality teaching;
   (iii) responsive management processes that would monitor and coordinate programmes; and
   (iv) the political will that would put in place favourable policies to achieve universal access to education.
Many children especially in the rural communities of Zambia, still faced difficulties in accessing education. In light of Government’s challenges in providing universal access to education, community schools have played a greater role in providing education in places where there are no government schools.

According to the Central Statistics Office report of 2010, the total population rate of the school going age that was accessing education service countrywide was 74 percent. The rural population rate of education access by the school going age was 67 percent, while the urban population rate of the school going age that were accessing education was at 85.3 percent. The rates showed that rural areas of Zambia had low numbers of the school going age having access to education.

The Central Statistics Office report of 2016 showed that Gross Enrolment Rate for primary schools stood at 45 percent females of the population aged six to nine years, and 44 percent males of the same age group. Net Enrolment Rate (NER) for primary schools stood at 39 percent of the population aged six to nine years of age. The NER of the population aged six to nine years could be associated to factors that include inaccessibility of schools due to distances from home to where the school is and inability to pay for school fees by the families of school going children.

The World Bank (2016) report on Zambia’s rural population showed that the rural population stood at 10,132,873, representing 58 percent of the 2016 projection of the National population of 17,470,471.

Trends of Primary School Infrastructure by Agency
By 2016, infrastructural statistics for the agencies rendering education service in the Country by province was as shown in the table below.

Table 1: Trends of Primary School Infrastructure by Province

<table>
<thead>
<tr>
<th>PROVINCE</th>
<th>GRZ SCHOOLS</th>
<th>COMMUNITY SCHOOLS</th>
<th>PRIVATE SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>WESTERN</td>
<td>618</td>
<td>237</td>
<td>16</td>
</tr>
<tr>
<td>LUAPULA</td>
<td>476</td>
<td>119</td>
<td>32</td>
</tr>
<tr>
<td>NORTH WESTERN</td>
<td>518</td>
<td>155</td>
<td>12</td>
</tr>
<tr>
<td>MUCHINGA</td>
<td>474</td>
<td>142</td>
<td>23</td>
</tr>
<tr>
<td>NORTHERN</td>
<td>589</td>
<td>253</td>
<td>16</td>
</tr>
<tr>
<td>EASTERN</td>
<td>676</td>
<td>276</td>
<td>26</td>
</tr>
<tr>
<td>SOUTHERN</td>
<td>750</td>
<td>257</td>
<td>76</td>
</tr>
<tr>
<td>CENTRAL</td>
<td>623</td>
<td>335</td>
<td>52</td>
</tr>
<tr>
<td>COPPERBELT</td>
<td>482</td>
<td>301</td>
<td>260</td>
</tr>
<tr>
<td>LUSAKA</td>
<td>268</td>
<td>331</td>
<td>184</td>
</tr>
</tbody>
</table>

The statistical data from the provinces, regarding education infrastructure, showed that Community Schools were a major contributor to the provision of education through its infrastructure, which apparently was second to the government education infrastructure. From those perspectives, Community Schools had proved to be the major provider of basic education.
to many, especially the vulnerable children who mainly happened to be living in the rural and peri-urban areas of Zambia.

7.0 Your Committee, therefore, resolved to undertake a study on the Role of Community Schools in Enhancing Access to Education in Zambia. The objectives of the study were to:

(i) ascertain the effectiveness of the policy and legal framework regarding the management of community schools;
(ii) assess the impact of community schools on enhancing access to education for eligible children;
(iii) understand the role of the Government in the management of community schools;
(iv) assess the financing mechanism of community schools;
(v) appreciate the role of the community in the operations of community schools;
(vi) examine the recruitment process for community school teachers;
(vii) understand conditions of service for Community School teachers;
(viii) establish the challenges, if any, faced by community schools in the provision of education to eligible children; and
(ix) make recommendations to the Executive on the way forward.

Stakeholders
The following institutions made written and oral submissions on the study:

(i) Zambia Open Community Schools (ZOCS);
(ii) Zambia National Education Coalition (ZANEC);
(iii) Reformed Open Community Schools (ROCS);
(iv) Basic Education Teachers’ Union of Zambia (BETUZ);
(v) Curriculum Development Centre (CDC);
(vi) Council of Churches in Zambia (CCZ);
(vii) Zambia National Union of Teachers (ZNUT);
(viii) United Nations Children’s Fund (UNICEF);
(ix) Irish Aid;
(x) University of Zambia (UNZA);
(xi) Kitwe College of Education;
(xii) Examinations Council of Zambia (ECZ);
(xiii) Harvest Pentecostal Church in Zambia; and
(xiv) Ministry of General Education (MOGE).

CONSOLIDATED SUMMARY OF SUBMISSIONS

HISTORICAL BACKGROUND OF COMMUNITY SCHOOLS
7.1 Your Committee was informed that community schools emerged in the mid 1990s as a response to the unmet education demands from Zambian families, as a result of which more and more children were failing to access school places in conventional public schools. Thus, community schools were an intervention that was meant to provide education for children who were unable to access conventional schools.
Your Committee heard that this type of schools were founded, managed, owned and operated at community level. The first documented “Open Community School” was established by the Dominican Sisters in Mtendere, Lusaka in 1982. However, most community schools started operating in the 1990s, and in 1993 a Non Governmental Organisation (NGO) called Zambia Open Community School (ZOCS) was established as a project to oversee community schools.

Over the years, the number of community schools had grown substantially without a clear indication on education standards in the schools. The administration and management of these types of schools was in the beginning problematic; as there were no clear guidelines regarding the operations and management of the schools, resulting into confusion as to who was responsible for coordinating and guiding the schools. In 1996, the then Ministry of Education supported the formation of the umbrella body, called Zambia Community Schools Secretariat (ZCSS), to cater for the administrative needs of these schools at national level. However, ZCSS was not able to cope with the rapidly increasing number of community schools, and in 2006, it was dissolved due to administrative challenges.

POLICY AND LEGAL FRAMEWORK REGARDING THE MANAGEMENT OF COMMUNITY SCHOOLS

7.2 Your Committee was informed that the policy and legal framework regarding the management of community schools was as outlined below.

(a) Education Policy
It was reported that the Government had recognised community schools as a viable alternative of providing education particularly for vulnerable children. This recognition was reflected in the 1996 policy on Education, “Educating Our Future”, which stated that:

“The Ministry will assist communities and voluntary organisations that wish to develop their own schools by providing them with technical assistance and guidance, supporting their efforts to mobilise funds and resources, supplying the schools with educational materials and providing them with an agreed number of state funded teachers”.

(b) The Education Act, 2011
Your Committee was informed that the Education Act, No.23 of 2011, recognised community schools as the fourth tier of educational institutions. The Legislation provided for the provision of education for poor and vulnerable children; education for learners with special education needs; monitoring and evaluation of special education institution; and re-admission of learner to educational institutions.

(c) Operational Guidelines for Community Schools
Your Committee heard that in order to actualise the policy with regard to community schools, the Ministry of General Education, in collaboration with stakeholders developed the Operational Guidelines for Community Schools (OGCS) in 2007 which provided a framework under which community schools operated. The guidelines defined the roles and responsibilities of Ministry officials at national, provincial and district levels in the management and coordination of community schools. The guidelines, further, provided insights on how community schools could better be supported by communities, the Ministry of General Education and other stakeholders.
However, in 2015, these guidelines were revised in order to reflect the provisions of the Education Act No. 23 of 2011.

**IMPACT OF COMMUNITY SCHOOLS ON ENHANCING ACCESS TO EDUCATION FOR ELIGIBLE CHILDREN**

7.3 Community Schools had proved to be the major provider of basic education to many, especially the vulnerable children who mainly happened to be living in the rural and peri-urban areas of Zambia. According to Educational Statistical Bulletin of 2016, Community schools were the second largest providers of education with 2,480 schools out of a total of 8,823 primary schools in Zambia. This accounted for 28 percent of the total enrolment in primary schools as of 2016, which showed that community schools were a crucial pillar in resolving the challenge of access to education for eligible children.

**Table 2: Number of community schools per province**

<table>
<thead>
<tr>
<th>Province</th>
<th>Number of community schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central</td>
<td>339</td>
</tr>
<tr>
<td>Copperbelt</td>
<td>295</td>
</tr>
<tr>
<td>Eastern</td>
<td>281</td>
</tr>
<tr>
<td>Luapula</td>
<td>112</td>
</tr>
<tr>
<td>Lusaka</td>
<td>333</td>
</tr>
<tr>
<td>Muchinga</td>
<td>172</td>
</tr>
<tr>
<td>North-Western</td>
<td>159</td>
</tr>
<tr>
<td>Northern</td>
<td>249</td>
</tr>
<tr>
<td>Southern</td>
<td>276</td>
</tr>
<tr>
<td>Western</td>
<td>264</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,480</strong></td>
</tr>
</tbody>
</table>

*Figure 1 Source: 2016 Education Statistical Bulletin*

Your Committee was further informed that community schools provided services mostly in areas where the Government or private schools were very far away and inaccessible by children in the community. Therefore, community schools were addressing other constraints which public schools had not been addressing, like distance from home to school. For example, some communities in Mbala District in Northern Province, had to come up with an initiative of Mutwizi Community School to enable their children access education as Mwenda Primary School is about 10 kilometres away from the community. Apart from providing education, community schools had become centres for other development activities such as health services; growth monitoring, immunisation and nutrition among others. Furthermore, community schools served more vulnerable children and over-age than public schools. Community schools had also provided an opportunity to vulnerable children some of whom had excelled in their academic pursuits. In addition, community schools had become an avenue for developing leaders within communities.
With regard to the pass rate, your Committee heard that community schools had continued to register good progress and in some cases had performed better than public schools notwithstanding the resource inadequacies. This could be attributed to the fact that community schools were managed by community members who were passionate and committed to providing services to a school they considered their own.

Your Committee was informed that the total mean scores for Grade 7 Composite Examinations for community, Government, Private and Grant-aided schools for the years 2013 to 2017 were as presented in Figure 1 below.

![Figure 1: Performance in Community Schools and other School Types at Grade 7 Level (2013-2017)](image)

Figure 1 shows that learners in community schools performed relatively better than learners in public schools at Grade 7 level, throughout the period 2013 to 2017.

Your Committee was informed that the mean scores on the performance of pupils in Government, Private, Community and Grant-aided schools for Grade 9 level for the same period were as presented in Figure 2 below:
Figure 2 shows that learners in community schools performed the best in 2013, 2014 and 2015. They were third in 2016 and fourth in 2017. They, therefore, performed better than learners in Government schools in all the years, except 2017 when learners in Government schools performed better than those in community schools.

Your Committee was further informed that the performance of learners in Government, Private, Community and Grant-aided schools at Grade 12 level are as presented in Figure 3 below.

Figure 3 shows that Government schools have been performing relatively better than community schools in the School Certificate Examinations. Community Schools performed the worst at this level among all categories of schools.
THE ROLE OF THE GOVERNMENT IN THE MANAGEMENT OF COMMUNITY SCHOOLS

7.4 Your Committee was informed that the major roles performed by the Government in the management of community schools are as set out hereunder.

(i) Quality Assurance
Your Committee heard that the quality of education was assured by Government in community schools by ensuring adequate deployment of teachers, increased standards monitoring, continuous professional development for community school teachers, provision of financial and other resources and building the capacity of the school management committees.

(ii) Ensuring equity
The Government also supports the adequate representation of community schools in all education structures, so that community schools received their equitable share of resources.

(iii) Upgrading of Community Schools
Your Committee was informed that the Government, through the Ministry of General Education, had been upgrading some of the community schools. This contributed to increasing access and improving quality of education outcomes. The intention by the Government to upgrade 1,700 community schools by the end of 2017 would not only ensure increased resource flow to the schools but would also ensure that the quality of education provided in the schools was enhanced. The upgrading of community schools by the Ministry in the provinces demonstrated the Government’s commitment to working with community schools and the community at large to provide quality education.

(iv) Remuneration of Community School Volunteer Teachers
Stakeholders submitted that community schools relied heavily on volunteer teachers who were mostly members of the community who were compensated by a small stipend or in-kind contributions and, in a worst-case scenario, received no remuneration at all. Volunteer teachers represented about 60 percent of community school teachers, demonstrating community buy-in and commitment. In this light, there was need for the Government to continuously support the volunteers with remuneration and other motivation such as training and inter provincial exchange programmes so that they could learn from other community school teachers. This would also encourage the teachers to remain in the schools and continue to provide their services to the community.

(v) Financial Support to Community Schools
Your Committee was informed that the Government had demonstrated commitment to supporting community schools, especially in providing school grants. But the challenge still remained that the support was inadequate and not timely. Resource allocations to community schools were largely driven by the goodwill of the district education offices rather than by the relative needs of a school or national policy.

(vi) Support with Teaching and Learning Materials
Your Committee was informed that community schools did not often receive adequate material and human resource support from the Ministry of General Education. Community schools
generally received fewer material and human resource support than Government schools. In addition, teacher shortages often led to larger than average class sizes, multi-grade classes, or teachers teaching multiple shifts which limited learner-teacher contact time and classroom time.

(vii) Coordinating Donor Support to Community Schools
Your Committee heard that donor support was uneven across community schools, leaving some schools over-resourced while others were severely under-resourced. While external funders such as international donors, churches, and non-governmental organisations (NGOs), had long played a pivotal role in community schools’ development and support, there were currently limited means to coordinate donor support to community schools. Therefore, there was need for the Government to coordinate donor efforts so that more resources could be mobilised for community schools and to ensure equitable distribution of such support.

THE ROLE OF THE COMMUNITY IN THE OPERATIONS OF COMMUNITY SCHOOLS
7.5 Stakeholders submitted that community involvement was critical in the operation and management of a community school. A community school was managed and organised by the Parent Community School Committees (PCSC). The membership of the PCSC was drawn from parents or guardians, community school headteacher and teachers, and prominent community members. The PCSC-based system had been seen to promote ownership and community contribution to community schools, and represented a key attribute of community schools. The roles of the PCSC included:

1. supporting teachers who were not employed by the Ministry of General Education either in-kind or financially;
2. supporting and encouraging teachers to remain in the community;
3. monitoring and managing human, material, and financial resources;
4. enrolling learners at appropriate school age;
5. ensuring that learners attended school regularly;
6. ensuring a safe and protective learning environment for all children;
7. monitoring quality of education by checking learners' exercise books;
8. actively participating in school development projects;
9. actively participating in resource mobilisation (especially infrastructure development); and
10. taking an active interest in school governance issues.

Your Committee was informed that the Ministry of General Education in collaboration with local and international NGOs had conducted numerous training activities aimed at improving PCSC skills in school management, record keeping, development plans, financial administration, and education policy. Increased community engagement via the Parent Community School Committee (PCSC) was a unique strength of community schools. PCSCs had the potential to influence school quality, although their role could be unintentionally undermined.
RECRUITMENT PROCESS FOR COMMUNITY SCHOOL TEACHERS AND THEIR CONDITIONS OF SERVICE

7.6 Stakeholders submitted that there were two categories of teachers in community schools, namely; volunteer and trained teachers.

(a) Volunteer Teachers

Volunteer teachers constituted almost 60 percent of the teaching workforce in community schools. These teachers were considered ‘volunteers’ because they were promised small allowances or in-kind contributions. The level of dedication by volunteer teachers as well as their understanding of the local language and local needs was often quite high as they were typically recruited locally.

Your Committee was informed that 78 percent of volunteer teachers had attained Grade 12 academic qualifications while 22 percent had Grade 9 certificates. The community through the PCSC was instrumental in the recruitment of volunteer teachers. The recruitment process involved advertising the vacant positions to the general community members for those who could be interested to teach. The minimum qualifications were communicated in cases where the community was sure of the availability of people who could have undergone some form of training. However, in the absence of such, the committee did head hunt individuals for recruitment as community school teachers.

(b) Conditions of Service

Your Committee heard that the conditions of service for community school teachers were devised by the PCSC and varied from one community to another. Some communities had written contracts with their teachers, while others engaged teachers by verbal communication. They were expected to teach for five days a week, provided with a monthly stipend and where the community was unable to afford, they agreed to provide in-kind payments. Some communities provided accommodation for the volunteer teachers while others did not. The adequacy and quality of the incentives was dependant on the capacity of the community to support the teachers.

In 2016, the Government, through the Ministry of General Education, allocated K3,000,000 for community school teachers’ allowances and 2,404 teachers in Western, North Western, Eastern and Copperbelt provinces benefitted. In 2017, the Government allocated K4,000,000 and only, K2,000,000 had been disbursed.

(c) Trained Teachers

Your Committee was informed that in order to reaffirm support to community schools, the Ministry of General Education trained Government teachers on Government payroll had been deployed in many community schools in the country. They were either deployed to a Government school near a community school then seconded to teach at a community school or they were directly deployed to a community school. This process was based on the capacity of the community school to provide accommodation and other related facilities to Government trained teachers.
FINANCING MECHANISMS FOR COMMUNITY SCHOOLS

7.7 Your Committee was informed that most community schools were supported by the community. This support was in the form of either a monthly amount per child or in-kind donations for the volunteer teachers and, building materials and labour for infrastructure development. The Ministry of General Education had made a provision in the District Education Board (DEBs) budget for an allocation to go to community schools. This posed a challenge because DEBs were generally under-funded and because the allocation for community schools was a percentage of the total budget allocated to the district and the amount going to each school was negligible. This was compounded further by the fact that schools could not receive these funds directly because they had no legal status to handle Government funds. Therefore the DEBs spent this money on behalf of the schools.

CHALLENGES FACED BY COMMUNITY SCHOOLS IN THE PROVISION OF EDUCATION TO ELIGIBLE CHILDREN

7.8 Your Committee was informed that the challenges faced by community schools in the provision of education to eligible children were as outlined below.

(a) Poor Infrastructure
It was reported that many community schools lacked adequate infrastructure to deliver quality education. Lessons were, in most cases, conducted in makeshift structures, which posed risks to children. Further, even where the infrastructure was in place, it was not adequate to cater for all the learners. Teachers had no proper accommodation and in most cases the volunteer teachers resided outside the school in grass thatched houses without proper facilities.

(b) Human Resource Gaps (Inadequate Teachers)
Your Committee was informed that there were inadequate policies for teacher remuneration and career opportunities. The policy around community school teachers’ existing salary scales and incentive structures needed to be revisited in order to encourage and facilitate improvements in the status and conditions of service for community school teachers.

Your Committee was also informed that the number of teachers recruited at community schools was always low because they relied on volunteer teachers who were mostly paid in-kind by the communities. This had resulted in having multi-grade teaching; having one teacher handling more than one grade. This usually compromised quality of lesson delivery.

Further, in most cases, teachers who were seconded to community schools were those who were either about to retire or teachers facing disciplinary measures and as such were seconded as a form of punishment.

(c) Erratic Financial Support
It was reported that community schools were faced with the challenge of inadequate financial resources to manage their schools. Community schools were also faced with challenges when paying volunteer teachers where the Government had not deployed human resource. The policy put in place which allowed the District Education Board Secretary (DEBS) to provide resources to community schools through grants, was implemented at the
discretion of the DEBS. Funding was further hampered by the erratic and inadequate release to district offices which made it practically impossible to disburse funds to lower levels.

Further, your Committee was informed that the maintenance of K3,000,000 in the 2018 budgetary allocation to support community schools highlighted the Government’s failure to motivate community school volunteer teachers. There were 2,480 community schools with 7,481 teachers in the country. The allocation of K3,000,000 translated to K401 for each teacher in community schools across the country. This allocation only translated to 13.4% of the Zambia constitutional minimum wage of K3000.

(d) Failure to implement operational guidelines
Your Committee was informed that the failure to implement the tool that was referred to as the Operational Guidelines weakened the operations of community schools. The DEBS “silent” presence in community schools had been a breeding ground for the poor learning environment of education offered by the schools. The Operational Guidelines required the District Education Office to have representation from community schools and Ministry of Education Officers to work in partnership with representatives of community schools and civil society organisations supporting community schools as provided in the umbrella body organisation chart.

Your Committee was also informed that the Operational Guidelines provided for the Government to upgrade community schools to Government schools. However, it was not clear whether the Government was actually upgrading the schools or taking over their operations, as the implementation differed from district to district. When the Government deployed trained teachers to community schools, they tended to disband Parents Community School Committees and introduce Parents and Teachers Associations and eventually introduce the wearing of uniforms which defeated the regulations on which community schools were founded.

Further, your Committee heard that although it was the cardinal responsibility of the Ministry of General Education Standards Department to include community schools in its routine inspections, this did not happen and as a result most community schools in rural parts of the country were left uninspected.

Your Committee was further informed that the Ministry of General Education had failed to share necessary operations manuals and information on the management and operations of community schools. Most of the community schools had also either not received the recent communication by the Ministry on the meaning of upgrading of community schools and the role that Parent Community School Committees should play in the process. Further, some DEBS had closed some upper primary school grades in community schools that were not performing well in their Grade 7 examinations and forced the pupils to transfer to Government schools. As a result, most of the pupils had ended up dropping out of school due to the long distances to the nearest Government schools.
(e) Lack of Examination Centres
Your Committee was informed that most community schools did not have the status of examination centers due to the criteria put in place for registration. One profound requirement was in section 5 of the Examinations Council of Zambia 2018 Guidelines and Regulations, which put Examination Centre Registration fees for grade 7, 9 and 12 at K3,000.00, K4,000.00 and K6,000.00 respectively. This inhibited community schools from registering as examination centres.

(f) Teaching and Learning Materials
Your Committee was informed that the Ministry of General Education was lagging behind in the delivery of teaching and learning materials due to problems relating to the policy on the procurement and delivery of teaching and learning materials. In addition, the orientation of teachers on the new curriculum as well as the recruitment of teachers for newly introduced subjects such as Information and Communications Technology (ICT) had not yet been completed. Similarly, the new curriculum framework was yet to be distributed to all the schools, especially community and grant-aided schools.

Committee’s Observations and Recommendations
Following its interaction with various stakeholders on the role of community schools in enhancing access to education, your Committee makes observations and recommendations as set out hereunder.

(a) Your Committee observes that the funds disbursed through the District Education Boards (DEBs) is inadequate, as a result, little gets to Community Schools.

Your Committee therefore recommends that the Government should ensure that there is adequate provision of financial resources directed to all Community Schools.

(b) Your Committee expresses concern that the Ministry of General Education has failed to share necessary operations manuals and information on the management and operations of community schools.

Your Committee recommends that the Government should ensure that community schools are integrated into the information management system and that all relevant information on the management and operations of community schools is made available to these schools.

(c) Your Committee is concerned that trained teachers deployed by the Government to community schools tend to disband Parents Community School Committees and introduce Parents and Teachers Associations and eventually introduce the wearing of uniforms, defeating the very purpose for which these schools were established.

Your Committee therefore strongly urges the Government to properly orient teachers deployed to Community Schools to maintain and uphold the philosophy of Community Schools.

(d) Your Committee observes that there are inadequate policies for teacher
renumeration and career opportunities for community school teachers.

Your Committee, therefore, urges the Government to formulate policies that will provide guidance for teacher renumeration and career opportunities for community school teachers who are not deployed by the Government.

(e) Your Committee observes that most community schools do not have the status of examination centres due to stringent criteria put in place for registration.

Your Committee recommends that the Government should put in place measures to enable community schools to meet the criteria required to have examination centre status. This will curb the long distances covered by community school children when writing their examinations.

(f) Your Committee observes that most community schools in the rural parts of the country are not inspected due to lack of transport by the districts education authorities.

Your Committee, therefore, recommends that the Government should provide transport and other logistics to district education authorities to enable them conduct inspections of Community Schools.

8.0 TOPIC 2: ACCESS TO EDUCATION FOR CIRCUMSTANTIAL CHILDREN IN ZAMBIAN CORRECTIONAL FACILITIES

People sometimes come into conflict with the law, which ends in them being confined in prisons or correctional centres for some time. Women who are mothers also sometimes find themselves in such situations, and they are held in prison alongside their young children who are below the age of four years. Children who happen to be living in correctional centres alongside their mothers who are serving prison sentences are recognized as circumstantial children. Needless to say, these circumstantial children, like all children, have a right to education. However, correctional facilities do not have provisions for education facilities for such circumstantial children.

8.0 Your Committee therefore, resolved to undertake a study on Access to Education for Circumstantial Children in Zambian Correctional Facilities. The objectives of the study were to:

(i) assess the effectiveness of the policy and legal framework governing access to education for circumstantial children;
(ii) determine whether circumstantial children have access to Early Childhood Development Education (ECDE);
(iii) find out what challenges are faced in accessing education by circumstantial children, if any; and
(iv) make recommendations to the Executive on the subject on the way forward.
Stakeholders
The following stakeholders made submissions to your Committee on the study:

(i) Prisons Care and Counseling Association (PRISCCA);
(ii) Jesuit Centre for Theological Reflection (JCTR);
(iii) Zambia Correctional Service (ZCS);
(iv) United Nations Children's Fund (UNICEF);
(v) Human Rights Commission (HRC);
(vi) Harvest Pentecostal Church in Zambia;
(vii) Council of Churches in Zambia (CCZ);
(viii) Mother of Millions Foundation (MoMF);
(ix) Ministry of Home Affairs (MHA);
(x) Ministry of Community Development and Social Welfare; and
(xi) Ministry of General Education (MOGE).

POLICY AND LEGAL FRAMEWORK GOVERNING ACCESS TO EDUCATION FOR CIRCUMSTANTIAL CHILDREN
8.1 Your Committee was informed that a circumstantial child is a child who either is born whilst the mother is in the correctional facility or comes with the mother to the correctional facility when the mother is admitted.

Your Committee was also informed that although the Prisons Act, Chapter 97 of the Laws of Zambia allowed children to remain with their mothers in prison until they attain the age of four years, there were no legal provisions ensuring access to education or other programmes to support the development of circumstantial children. Section 56 of the Prisons Act provides that supplies to children in prison such as clothing and necessaries are at the public's expense. However, circumstantial children were not included in the prison budgets and only subsisted on their mother’s provisions, which was contrary to Article 20 of the Charter of the United Nations Convention on the Rights of the Child which provided for a child who is temporarily or permanently deprived of his or her family environment or in whose interest could not be allowed to remain in the family environment, to be entitled to special protection and assistance by the state.

ACCESS TO EARLY CHILDHOOD DEVELOPMENT EDUCATION (ECDE) FOR CHILDREN ACCOMPANYING THEIR MOTHERS INTO CORRECTIONAL FACILITIES
8.2 Your Committee was informed that there were no formally organised Early Childhood Education activities in the correctional facilities. The correctional facilities were operating in a transitional phase as the Correctional Service Bill to operationalise them was still being drafted by the Ministry of Justice.

Your Committee heard that the Zambia Correctional Service had been working with non-governmental organisations, faith based organisations, and other partners in ensuring that the provision of the requisite early childhood education to the children were practicable. For example, at Lusaka’s Female Correctional Facility, an organisation called Mother of Millions Foundation was providing early childhood education to the children and had recruited two
teachers and furnished the children’s classroom with teaching aids. At Kabwe and Kamfinsa Female Correctional Facilities, an organisation called Ubumi Prisons Initiative was providing education services not only to circumstantial children but to their mothers as well. However, more needed to be done in line with the paradigm shift from prisons to correctional facilities.

Stakeholders, however, noted that the education being provided to children accompanying their mothers in some correctional facilities did not meet the set standards for public schools or the specific needs of the children. As a result, children who struggled to access educational services whilst in prison often faced continued barriers to quality education when they were enrolled in mainstream regular schools following their collateral incarceration.

In the quest to improve service delivery to its clients in educational services, Zambia Correctional Services (ZCS) had started engaging stakeholders like the Ministry of General Education and was in the process of developing a policy to guide the cooperation. As regards the number of circumstantial children in correctional facilities across the country, your Committee learnt that the numbers were thirty-three boys and forty-two girls bringing the total to seventy-five as at January, 2018.

CHALLENGES FACED IN ACCESS TO EDUCATION BY CIRCUMSTANTIAL CHILDREN
8.3 Your Committee was informed that circumstantial children faced various challenges in accessing education. The key challenges are outlined below.

(a) Policy and legal framework
Your Committee was informed that there were no explicit laws and policies that guaranteed that circumstantial children would be provided any form of education, including Early Childhood Development Education (ECCDE). Both the Education Act, No. 23 of 2011 and the Prisons Act were silent on provision of education to circumstantial children with the former not even specifically mentioning this category of children. The only provision where these children could fall within the Education Act was under the vulnerable children who were provided for in Section 22.

(b) Institutional challenges
Your Committee heard that the correctional faced a number of challenges; which ranged from inadequate funding, shortages of food stuffs, old ablution facilities, inadequate cleaning materials and many more. Therefore stakeholders were concerned that given the limited funding to the prisons and competing needs, educating the circumstantial children was not a priority.

(c) Infrastructure and human resources
Your Committee was informed that most correctional facilities across the country were built during the colonial era with female inmates’ quarters only as annexes to the main facilities. There were, therefore, no provisions for children who would have no choice but to live alongside with their incarcerated mothers. In this regard, the Zambia Correctional Services had made provisions within the quarters for female inmates where children could be offered education. However, the annexed female facilities in most correctional facilities did not have adequate
infrastructure that could be used for Early Childhood Development Education. In the same vein, there were no qualified teachers and budgetary provisions for the education of the children of incarcerated mothers.

**COMMITTEE’S OBSERVATIONS AND RECOMMENDATIONS**

Following its interaction with various stakeholders, your Committee makes observations and recommendations as set out hereunder.

(a) Your Committee observes that there is no formally organised Early Childhood Development Education activity in the correctional facilities, thereby disadvantaging circumstantial children.

Your Committee recommends that the Government should ensure that early childhood education activities are introduced in correctional facilities. Further, the Government should consider allowing circumstantial children to attend schools that are near the prisons.

(b) Your Committee expresses concern at the total lack of a policy and legal framework governing access to education for circumstantial children.

Your Committee urges the Government to ensure that access to education for circumstantial children is provided for in the draft Bill meant to operationalise correctional facilities.

(c) Your Committee observes that circumstantial children are not included in the prison budgets and only subsist on their mother’s provisions, which is contrary to Article 20 of the Charter of the United Nations Convention on the Rights of the Child. This provision entitles such children to special protection and assistance by the state. It obligates States to ensure the rights to survival, development, protection and participation of all children without discrimination.

Your Committee recommends that the Government should ensure that allocations to prisons in the country have specific budget lines to cater for basic provisions such as food and clothing.

**PART II - LOCAL TOUR**

**LOCAL TOUR REPORT**

9.0 In order to appreciate what was obtaining on the ground in relation to the two topics under its consideration, your Committee undertook a local tour to two provinces, namely; Lusaka and Eastern Provinces.

During the local tour, your Committee visited various institutions in the two provinces. The institutions toured in Lusaka were Chipata Open Community School, Lusaka Central Correctional Facility and Mwembeshi Correctional Facility. In Eastern Province, your
Committee visited Namuseche Correctional Facility and Lupando Community School. Your Committee also held a public hearing in Chipata on the role of community schools in enhancing access to education in Zambia. A stakeholders’ meeting was also conducted which focused on access to education for circumstantial children in Zambian Correctional Facilities.

The key findings, observations and recommendations of your Committee during its local tour to these institutions are summarised below.

(a) Chipata Open Community School  
Chipata Open Community School was located in Mandevu constituency, Lusaka. During the tour your Committee was informed as set out below.

1. The school was established on 4th June, 1994 with the objective of providing access to quality education to underprivileged children who had no opportunity for education due to various challenges that included: economic, social and other challenges that were encountered by their parents and guardians.

2. The school began with fifty pupils and four teachers who had grade 9 and 12 academic qualifications. The population of the School grew quickly and currently stood at a total number of 1,643 pupils - 756 boys and 887 girls. The school operated from pre-grade to junior secondary grades, and had a workforce of up to thirty seven out of which twenty five were teachers.

3. The school was contributing to enhancing access to education in Zambia and supplemented Government effort in the provision of quality education by, for example, building infrastructure through resource mobilisation.

4. Every year, the school recorded between 75 to 90 percent pass rate for the learners who qualified to grade 8, 10 and even at grade 12 level of education in spite of the limited teaching and learning resources available.

5. The school was implementing the Government re-entry policy for the learners who had different types of disabilities and girls who had fallen pregnant before, so that they could acquire an education.

Challenges faced by Chipata Open Community School  
Your Committee heard that Chipata Open Community School was facing the challenge of teacher deployment to their school by the Government. While many civil society organisations and community volunteers had in the past sponsored untrained teachers in various courses at colleges of education in the hope that once trained, those teachers would be deployed directly to the community schools. Unfortunately there had been no mechanism to allow for this to be realised, and as a result, the teachers ended up being deployed to Government schools, leaving a vacuum in the community schools in which they had been teaching for a long time.
**Suggestions by Chipata Open Community School**
The Management of the school submitted the following proposals:

(i) the Government, through the Ministry of General Education, should consider recruiting and deploying the already serving trained teachers who had met the required qualifications and retain them at the schools they were currently serving at;

(ii) the Government should consider gazetting the school while leaving partial ownership of the school to the community;

(iii) the Government should consider upgrading the school to a fully-fledged secondary community school since Mandevu Constituency had few conventional secondary schools;

(iv) the Government should consider providing adequate support in terms of infrastructure to the school in order to supplement the fifteen existing classrooms which were built by the community. The infrastructure, if provided, would enable the school to increase pupil enrolment; and

(v) the Government should consider putting the serving qualified teachers on Government payroll.

(b) **Lusaka Central Correctional Facility**
On 23\textsuperscript{rd} April, 2018, your Committee toured Lusaka Central Correctional Facility, particularly the female section, in line with its topical issue on access to education by circumstantial children in Zambia’s correctional facilities. Your Committee learnt as set out below.

(i) There were fourteen circumstantial children in the facility on the day your Committee visited the facility. Of the children, eleven were boys and three were girls.

(ii) There was no Government policy or programme to provide education services to the circumstantial children at Lusaka Central Correctional Facility. However, a non-governmental organisation (NGO) named “Mother of Millions Foundation was reported to be providing some education services to the circumstantial children. The only support which the Facility received from the Government in relation to the education of circumstantial children was limited to teaching materials like books.

(iii) The office of the District Education Board Secretary (DEBS) stated that there was no linkage yet between the Ministry of Education and the Ministry of Home Affairs with regard to provision of education to circumstantial children.

**Suggestions by Lusaka Central Correctional Facility**
The Zambian correctional facility, Lusaka Central Prison made the following proposals to your Committee:
(i) the Government should put in place a deliberate policy to provide education services to circumstantial children;

(ii) the Government should, through the office of the DEBS, make provision towards the attainment of early childhood education by providing education to the circumstantial children who only received little attention from the individually motivated NGO;

(iii) the Government should provide pre-school facilities for the circumstantial children where various forms of playing toys and teaching aids and learning materials such as pictures, story books, writing pads, crayons and many more could be provided; and

(iv) The Government should employ and deploy a teacher to offer education on full time basis to the circumstantial children at Lusaka Central Correctional Facility.

(c) Mwembeshi Correctional Facility

Your Committee visited the Mwembeshi Correctional Facility, a Facility where a new and much bigger correctional facility was being constructed. The facility would cater for the relocation and inclusion of the women and circumstantial children who were at Lusaka Central Correctional Facility. At Mwembeshi Correctional Facility, your Committee learnt as listed below.

(1) The Mwembeshi Correctional Facility had many activities which could not only help to rehabilitate the inmates but could be beneficial to them once they were discharged. For example, the Facility had a tailoring centre which would empower inmates with tailoring skills. Inmates were also, trained in general agricultural activities, bricklaying, plumbing and religious activities. They were also counselled on admission and discharge times in order to make them come to terms with the prevailing conditions.

(2) The Facility faced dietary challenges as the dietary scale of inmates’ food was from the colonial era, and was inadequate to cater for the prevailing conditions where circumstantial children lived with their mothers in the correctional facilities.

(3) Funding for the activities aimed at re-integrating the inmates into society was not enough.

(4) Infrastructure such as workshops for skills training purposes were not adequate.

(5) At the new facility, your Committee learnt that six blocks were being constructed for female inmates, where one block would be assigned to mothers to circumstantial children.

(6) While classroom blocks were being constructed at the new correctional facility, they had no specific classroom block design done for circumstantial children.

(7) The project was likely to be completed by the end of September, 2018.
Tour of Eastern Province
Your Committee toured some institutions in Eastern Province and its findings were as set out below.

(d) Tour of Namuseche Correctional Facility, Chipata
During the visit to Namuseche Correctional Facility on 26th April, 2018, your Committee learnt that:

(i) the Correctional Facility housed four circumstantial children, three of whom were male and one female, and the Facility did a lot of educational activities, which ranged from grade seven, grade nine and grade twelve;

(ii) the Facility had a play house at the female section for the circumstantial children. This also acted as a classroom and a trained teacher who was a correctional services officer conducted the classes for the children; and

(iii) The pre-school trained teacher who was a Warder did teach the circumstantial children on daily basis and the Facility had a good number of teaching aids, pictures, toys and many other materials applicable to the age-group of the circumstantial children.

The Facility also had three teachers from the Ministry of General Education who were attached to it.

Challenges faced by Namuseche Correctional Facility
Your Committee learnt that the following were some of the challenges that affected the operations of the Facility:

(i) lack of a clear legal framework on the plight of circumstantial children. The Prisons Act, did not provide for how children who came into the correctional facilities with their mothers should be taken care of, especially in terms of diet, clothing and accommodation. As a result, children depended on provisions given to mothers;

(ii) there was inadequate accommodation to meet the ever increasing number of inmates resulting in overcrowding in the existing space;

(iii) there were inadequate officers to manage the large numbers of inmates;

(iv) there were inadequate uniforms, beddings and mattresses for inmates; and

(v) there was inadequate accommodation for officers and the lack of conveyance vehicles or ambulances.

(e) Public Hearing held at Chipata City Council
Your Committee conducted a public hearing in Chipata. The public expressed the concerns listed below.
(i) **Low Educational Standards at Community Schools**
Your Committee heard that community schools had done little towards the required education standards, and the low standard in the community schools had led to poor or low performance by learners. The compromised performance was due to the fact that the teachers who offered education in most community schools were untrained. Your Committee also heard that there was need for community schools to meet a minimum threshold if they were to deliver quality education.

(ii) **Delayed Grants to Community Schools**
Your Committee heard that Government grants to community schools were in most cases delayed, and this led to the schools operating without any form of incentive to the volunteer teachers. It was recommended that the Government should consistently release grants to community schools as doing so would improve education service delivery by community schools.

(iii) **Overcrowding in Community Schools**
Your Committee heard that community schools were overcrowded, raising the pupil-teacher ratio. It was recommended that the Government needed to construct additional classroom blocks in order to address the overcrowding that most of the community schools faced.

(iv) **Lack of sensitisation of Communities on the Community School Setup and Modalities**
Your Committee heard that communities did not have a deeper understanding of the process of coming up with a community school. The community school guidelines had not been clearly explained to the communities, which left these schools to operate without necessarily adhering to the guidelines. It was recommended that there was need for the District Education Board Secretary (DEBS) to sensitise the communities so that communities could know the processes and benchmarks for setting up a community school.

(v) **Inadequate Teaching Materials**
Your Committee was informed that most community schools did not have adequate teaching aids and materials to guarantee quality education service to its learners, and as such, their quality of education was poor. It was recommended that community schools be supplied with enough teaching materials so as to improve the quality service they rendered.

(vi) **Lack of Title Deeds for the Community Schools**
Your Committee was informed that most of the community schools did not have title deeds to define their boundaries. The lack of clear boundaries led to most of the community schools being encroached upon by other interested groups. Your Committee learnt that there was need to process title deeds for community schools in order to curb the issue of encroachments.
(vii) **Lack of Legal Framework for the Operation of Community Schools**
Your Committee heard that there was no clear legal framework that governed the operations of community schools. The community submitted that there was need for legislation to provide how community schools should operate.

(viii) **Non-inclusion of Gazetted Community Schools on Payroll**
Your Committee was informed that community schools that were gazetted had not been provided with establishment for inclusion on the payroll. It was recommended that a follow up be made to Cabinet so that the gazetted community schools could be properly established for Payroll Management and Establishment Control (PMEC) system.

(ix) **Lack of Inspection and Supervision of Community Schools**
Your Committee was informed that the office of the DEBS did not visit community schools for inspections, hence making the teachers become complacent and even abscond their duties. It was proposed that the DEBS should be inspecting the community schools regularly in order to instill discipline in the teachers.

(x) **Non-opening of Community School Bank Accounts**
Your Committee learnt that community schools operated without bank accounts, and hence the money collected was kept within the school premises, which posed a threat for possible robbery incidences. It was recommended that measures be taken so that accounts would be opened for the safe custody of the public funds that community schools handled.

(f) **Stakeholders’ Meeting held at Chipata City Council on Access to Education by Circumstantial Children in Zambian Correctional Facilities**
Your Committee held a stakeholders’ meeting to look at access to education by circumstantial children in Zambian correctional facilities. The stakeholders’ submissions were as outlined below.

(i) The Zambian Correctional Services was well placed to provide education service to circumstantial children as the children were in their custody. Circumstantial children, like any other children, had basic rights, which included their right to early childhood education. It was recommended that an equipped classroom and pre-school trained teachers be provided for circumstantial children within the correctional services.

(ii) The plight of children was catered for by different institutions in Zambia, which included the Ministry of Sport, Youth and Child Development, Ministry of General Education, Ministry of Home Affairs, Ministry of Health, among others. It was recommended that, in addressing the issue of access to education by circumstantial children, a multi-sectoral approach needed to be instituted so that all aspects of the problem were addressed.

(iii) Correctional facilities in Zambia did not have a legally established education programme for circumstantial children. In the selected correctional facilities where education services for circumstantial children were implemented, this usually occurred through the initiative
of non-governmental organisations (NGOs), which had proved to be unsustainable. It was recommended that the Government should provide a legal framework to address the early childhood education needs of circumstantial children, rather than leaving it to philanthropic organisations that provided the service at their discretion.

(iv) Even in those centres where discretionary education service to circumstantial children was being administered, there were inadequate teaching materials such as pictures, crayons, toys and other teaching aids were critical in the learning of children. There was, therefore, need for the Government, through the Ministry of General Education, to supply the correctional facilities with enough teaching materials to provide effective education services to the circumstantial children.

(v) Correctional facilities may not be the best places to offer education service to circumstantial children as the environment therein was not conducive for effective learning to take place. It was proposed that arrangements be made between the correctional facilities and the office of the District Education Board Secretary so that circumstantial children could be allowed to attend regular school from the nearby Government schools with all other children.

(vi) It was not feasible to provide educational services for circumstantial children from every correctional service facility across the country, given the small number of children in every correctional facility, and the likelihood of not having any circumstantial children in certain instances. It was recommended therefore, that at least one fully equipped boarding school be constructed in each province where pregnant women and mothers to children of less than five years of age who came into conflict with the law within the region, could be transferred and hosted. It was also noted that the correctional facilities countrywide were constructed many years ago without consideration for possible inclusion of pregnant women and mothers who would come in such facilities with their children who were less than five years old. It was, therefore, recommended that new correctional facilities be constructed which should cater for such new developments.

(vii) Confining pregnant women and mothers in correctional facilities was not only dehumanising, but also traumatising to them. It was recommended that the law should provide for an exception where pregnant women and mothers to children who were less than five years could be given alternative non-custodial form of punishment for crimes, rather than confining them in correctional facilities.

(viii) There was no clear legal framework to compel the Ministry of General Education and Home Affairs to provide education to circumstantial children. It was recommended that a clear legal framework be put in place, that which would compel the two ministries to provide education to these children rather than leaving it to chance.

(ix) There were no food rations allocated to the circumstantial children. Consequently the children fed out of the portion that the mother was served. Also, the type of food that inmates ate was not nutritionally suitable for children’s growth. It was recommended that
the Government should come up with a deliberate policy to provide food specifically for the circumstantial children.

(g) Tour of Lupando Community School, Katete

Your Committee toured Lupando Community School in Katete District of Eastern Province where the community and the school management made the submissions set out below.

(i) Lupando Community School was founded in 2002. The initiative to set up a community school was necessitated by several factors, among which was the increased number of children of school going age who were not attending school due to the long distances from the catchment of the twenty one surrounding villages to the Government school.

(ii) The first Government teacher was sent to the school in 2010 and total enrolment was 314 comprising 125 boys and 189 girls. As at 2018, enrolment at the school was 1,109 constituting 486 boys and 623 girls. The total number of Government teachers in 2018 was seven teachers of whom 3 were male and 4 female.

(iii) The school infrastructure of a 1x3 Classroom block was started by the community under Constituency Development Fund (CDF). Because the community could not complete the building, Care International a non-governmental organization, contributed some resources towards the structure but this contribution could not see the building to completion until World Vision Zambia came in and completed the structure. World Vision embarked on another 1x3 Classroom block to completion, providing for six classroom spaces which catered for grades one to seven. World Vision also built eight pit latrines at the community school. Your Committee further learnt that World Vision had constructed an e-learning centre where they installed solar panels and one television screen, one home theatre, one laptop and a printer, nineteen ZEduPads, thirty headphone facilities and one projector. The community submitted that World Vision was a core partner with the Ministry of General Education and had tremendously supplemented Government efforts in the provision of infrastructure development in the education sector. Further, World Vision, in collaboration with the office of the DEBS conducted workshops for both teachers and parents to support learners, advocacy for good citizenship, and sensitisation on gender based violence (GBV), gender equality and school re-entry policy.

Your Committee heard that the school faced the following challenges:

(i) the school had a high teacher-pupil ratio of up to 1:158. In this regard, the community requested the Government to consider sending more teachers to the school;

(ii) there was a high desk-pupil ratio which resulted in most of the pupils sitting on the floor as the desks could not meet the numbers of learners. The community appealed to the Government to send more desks to Lupando Community School;

(iii) with the coming of the new curriculum, the community school was struggling to teach as it had not yet secured the new text books that covered the new curriculum. The
community appealed to the Government to consider providing the school with new text books, if effective and quality education was to be guaranteed;

(iv) the school did not have any staff houses which led to the school not being manned by any staff after working hours as the teachers had to commute daily. Also, the unmanned nature of the school hindered it from being an examination centre. The community appealed to the Government to construct teachers’ houses at the school in order to alleviate these challenges;

(v) the school experienced erratic Government grants, which made it difficult for it to operate effectively. The community appealed to the Government to consider sending the grant consistently for the effective planning and running of the school;

(vi) the school experienced a lot of pregnancies among female pupils, subsequently to which many parents opted to send their children into early marriages rather than supporting them to continue with their education; and

(vii) some parents opted to send their children to herd cattle at the expense of going to school. It was recommended that continuous sensitisation be done so that parents could value their children’s education.

10.0 COMMITTEE’S OBSERVATIONS AND RECOMMENDATIONS

(i) Your Committee observes that among the six blocks meant for female inmates at Mwembeshi, none has a provision for a bath tab or shower facility, making it unsuitable for children.

Your Committee therefore, recommends that the Contractor redesigns one female block to make it suitable for the needs and convenience of circumstantial children, so that ablution facilities could be constructed within the block.

(ii) Your Committee observes that some of the community schools do not have the capacity to sustain their operations.

Your Committee is of the view that the Government should put measures in place to ensure that the all-education inclusive policy absorbs all the community schools that have no capacity to sustain their operations. The absorption of all the community schools will help ensure provision of quality education to all.

(iii) Your Committee observes that most of the community schools do not have standard infrastructure.

Your Committee, therefore, recommends that the Government should consider providing standard infrastructure in all the community schools in order to speed up the absorption of the community schools by the Government. The Government should also construct teachers’ houses and additional classroom blocks to cater for the increased enrolments.
(iv) Your Committee observes that most of the community schools do not have enough Government teachers.

Your Committee recommends that the Government should institute a deliberate policy to provide qualified Government teachers at all community schools.

(v) Your Committee observes that Government grants to community schools are not released consistently, and the amounts are inadequate.

Your Committee recommends that the Government should consider increasing grants to the community schools and ensure that these are released regularly and timely.

(vi) Your Committee observes that most community schools do not have enough desks, writing boards and other teaching materials.

Your Committee recommends that the Government should ensure that school materials like desks, writing boards and other teaching materials are supplied to all community schools in the country.

(vii) Your Committee observes that almost all community schools in the country do not have certificates of title to the land on which they are located, resulting in their boundaries not being clearly defined and consequently have been encroached upon.

Your Committee recommends that the Government should ensure that community schools acquire certificates of title and secure their land to avoid any possible encroachments on their land.

10.1 COMMITTEE’S OBSERVATIONS AND RECOMMENDATIONS ON ACCESS TO EDUCATION FOR CIRCUMSTANTIAL CHILDREN

(i) Your Committee observes that there are pregnant women, mothers and their children of less than five years of age confined in various correctional facilities countrywide. This is a matter of concern to your Committee as correctional facilities are not conducive for the growth and well being of children.

Your Committee, therefore, recommends that the Government should consider, as a matter of urgency, constructing one common boarding facility per province for pregnant inmates and inmates who are mothers to children below five years who are in correctional facilities.

(ii) Your Committee observes that the plight of circumstantial children is not addressed in the Prisons Act. Specifically food rations and other basic needs of circumstantial children are not included in the Act.
Your Committee recommends that the Government should come up with a new policy and appropriate legislation on Correctional Services to provide for the need of circumstantial children such as food rations and other basic needs which include clothing and education.

(iii) Your Committee observes that there is no equipped classroom for the circumstantial children’s education.

Your Committee recommends that the Government should provide the necessary educational facilities in all correctional facilities for pregnant women and mothers so that the education of circumstantial children can be assured. Your Committee observes that there are no care-givers to circumstantial children in the correctional facilities. Your Committee recommends that the Government should consider employing care-givers to the circumstantial children in the correctional service facilities since their mothers may be required from time to time to do certain duties as inmates.

(iv) Your Committee observes that there is little or no information about circumstantial children in the country, which leads to their plight not being addressed at all Government levels. Your Committee recommends that the Government should come up with an inter-ministerial approach for reporting circumstantial children at provincial level for the purpose of information sharing about the welfare of these children so as to facilitate necessary action.

PART III

11.0 CONSIDERATION OF THE ACTION TAKEN REPORT ON THE REPORT OF THE COMMITTEE ON EDUCATION, SCIENCE AND TECHNOLOGY FOR THE FIRST SESSION OF THE TWELFTH NATIONAL ASSEMBLY

THE IMPLEMENTATION OF THE SCIENCE AND TECHNOLOGY POLICY IN ZAMBIA

a) Review of the National Science and Technology Policy
Your previous Committee had recommended that the Government should review and update the National Science and Technology Policy, taking into account changes in the country’s economic and social landscape over the last twenty years.

Executive’s Response
Your Committee was informed that the Government, through the Ministry of Higher Education, had commenced the review of the National Science and Technology Policy in order to make it current. It was envisaged that this process would be concluded by 31st June, 2018.
Committee’s Observations and Recommendations
Your Committee notes the response and requests for a progress report on the review of the policy.

b) Role of the National Institute for Industrial and Scientific Research (NISIR)
Your previous Committee had recommended that NISIR should be restructured and given increased funding to enable it play the fundamental role of being the fulcrum of industrial research in the country.

Executive’s Response
Your Committee was informed that the Government, through the Ministry of Higher Education, had commenced reviewing the National Science and Technology Policy in which it was envisaged that NISIR would be a national research institution. This process was expected to broaden the mandate of NISIR, make its operations more efficient, as well as enhance the structures of the Institution. The restructuring process would also involve the dismantling of the debt to make the Institute’s management more efficient and effective.

With regard to financing, the Government had realised that the Institute had been facing financial challenges. However, the Ministry of Higher Education had prioritised the restructuring of the Institute and ensuring that it operates prudently before issues of financing could be addressed.

Committee’s Observations and Recommendations
Your Committee awaits an update on the restructuring of the NISIR.

c) Weak Linkages Among Various Sectors
Your previous Committee had urged the Government to put in place measures to establish partnerships and linkages among various sectors internationally and within the country.

Executive’s Response
Your Committee was informed that the Government, through the Ministry of Higher Education, would endeavor to strengthen the linkages between the private sector and science technology and innovation (STI) institutions both locally and internationally.

Your Committee was also informed that the Government had both bilateral and multilateral partnerships. Currently, under bilateral agreements, Zambia was undertaking joint research projects with South Africa and Mozambique. Agreements were also in place for future joint research projects and collaboration with Brazil, Egypt, Morocco, Rwanda, Saudi Arabia, and Malawi, among others. Under multilateral collaboration, the country was conducting research supported by the International Atomic Energy Agency (IAEA), and the Southern African Science Service Centre for Climate Change and Adaptive Land Management (SASSCAL), among others.

Committee’s Observations and Recommendations
Your Committee notes the response and requests that the Government should clearly state the partnerships and linkages that have been established locally in the science and technology sector.
d) Inadequate Funding

Your previous Committee had recommended that the Government should allocate 3 percent of the country’s gross domestic product (GDP) to research and development as prescribed in the National Science and Technology Policy.

Executive’s Response

It was reported in the Action-Taken Report that the Ministry of Higher Education would engage the Ministry of Finance to consider improving the allocation to the sector. This would also ensure that the country was in conformity with the provisions of both the Southern African Development Community (SADC) Protocol on Science and Technology and the Africa 2063 Agenda which Zambia was a signatory to.

In view of these protocols, the Government had been taking practical steps towards the progressive realisation of the funding commitments to education, such as the 20 percent of the national budget threshold, referred to by the Committee on Education, Science and Technology. In this regard, the Government increased the budgetary allocation to the education sector from 17.5 percent of the national budget in 2012 and 2013, to 20.2 percent in 2014. The allocation of 20.2 percent of the national budget to education was sustained in 2015 but later reduced to 17.2 percent of the national budget in 2016 and in 2018 the percentage reduced further to 16.1 percent of the national budget. The reduction in the allocation, as a percentage of the national budget, mainly reflected the increased debt service obligations arising from the Government’s ambitious infrastructure development agenda that the Government had been pursuing which included infrastructure investments in schools and universities. The education sector budget as a share of the national budget during the period 2012 to 2018 was as shown in the Table below.

<table>
<thead>
<tr>
<th>Table 1: SHARE OF THE EDUCATION BUDGET AS A PERCENTAGE OF THE OF THE TOTAL BUDGET</th>
<th>(Kwacha Millions)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
</tr>
<tr>
<td>National Budget</td>
<td>27,698.</td>
</tr>
<tr>
<td>Education Sector Budget</td>
<td>4,850.5</td>
</tr>
<tr>
<td>Education Budget as a share of National Budget</td>
<td>17.5%</td>
</tr>
</tbody>
</table>

Your Committee was also informed that when arriving at budget allocations to the various sector ministries, the Ministry of Finance took into account the commitments made under various protocols to which Zambia was party, in addition to other resource allocation criteria such as prioritising constitutional and statutory expenditures (debt service obligations and contractual obligations such as the public service wage bill) and other policy priorities of the Government.
Committee’s Observations and Recommendations
Your Committee awaits an update on when the allocation to the education sector will be increased.

e) Lack of Sufficient Infrastructure and Equipment
Your previous Committee had urged the Government to improve basic infrastructure, equipment and laboratory facilities in schools and research and development institutions. This would greatly contribute to the effective analysis of scientific results that were sent outside the country at huge cost to the Government. It would also contribute to the general furtherance of science and technology in the country.

Executive’s Response
It was reported in the Action-Taken Report that the Ministry of Higher Education had began to rehabilitate and re-equip some of the dilapidated and ill-equipped laboratories countrywide. The Ministry would also engage the Ministry of Finance to improve the budgetary allocation for capital expenditure. Further, the Ministry would endeavor to engage the private sector to ensure it played a more active role in financing research.

Committee’s Observations and Recommendations
Your Committee awaits an update on the outcome of the engagement between the Ministry of Higher Education and the Ministry of Finance to improve the budgetary allocation for capital expenditure.

f) Public Awareness
Your previous Committee had urged the Government to put in place measures to raise public awareness and promote the importance of science and technology to society and the important opportunities that could be opened for young people and communities that engaged in science and technology.

Executive’s Response
It was reported in the Action-Taken Report that the Government would endeavor to put in place measures to promote science and technology. The Government, through the National Science and Technology Council, was implementing initiatives such as the Science Week. Further, the Ministry of Higher Education and Ministry of General Education were exploring modalities of supporting the Junior Engineering Technicians (JETS) System which had been used as a platform for promoting the use and application of science and technology among learners. This would ensure that the successful products of the JETS System were supported by the Science and Technology Youth Innovation Fund.

Committee’s Observations and Recommendations
Your Committee will await an update on the measures that will be put in place to promote science and technology through the JETS system.
LOCAL TOUR TO LUSAKA, COPPERBELT AND NORTH-WESTERN PROVINCES

(a) Ndola Primary School

(i) Construction of Laboratory
Your previous Committee had recommended that the Government should provide funds for the construction of the laboratory and provision of all the necessary apparatus and materials required during science lessons at Ndola Primary School.

Executive’s Response
Your Committee was informed that the Ministry would endeavour to provide all the necessary apparatus and materials required during science lessons at Ndola Primary School when funds were available. It was the Ministry’s policy to ensure that all schools were supported with necessary apparatus and materials to enhance the teaching of science.

Committee’s Observations and Recommendations
Your Committee awaits a progress report on the provision of funds for the construction of the laboratory and the requisite materials and apparatus at Ndola Primary School.

(ii) Pupil Book Ratio
Your previous Committee had recommended that the Government should provide funds for the procurement of books at Ndola Primary School in order to ensure that the pupil to book ratio was 1 to 1.

Executive’s Response
It was reported in the Action-Taken Report that the Government was making progressive attempts to improve the Pupil-Book Ratio (PBR). Your Committee was informed that the current ratio at Primary school level of pupils per book for English, Life Skills, Mathematics and Zambian Languages was 4, 6, 4 and 4 on a national scale respectively. This was cause for concern and as such, the Ministry of General Education would work toward improving the situation as more funds were allocated towards book procurement.

Committee’s Observations and Recommendations
Your Committee notes the response and requests the Government to clearly state the timeframe on the allocation of more funds towards book procurement for the Ndola Primary School.

(iii) Equipment in the Metal and Woodwork Workshops
Your previous Committee had recommended that the Government should adequately equip Ndola Primary School and Solwezi Skills Training Centre to enable the effective teaching of the vocational career pathway.

Executive’s Response
It was reported in the Action-Taken Report that for 2017, the Ministry of General Education had been distributing vocational career pathway teaching aides. It was envisaged that as more funds
were released, all schools including Ndola Primary School and Solwezi Skills Training centre would be covered.

Committee’s Observations and Recommendations
Your Committee requests for a progress report on the matter and requests that a timeframe be provided as to when the workshops would be adequately equipped.

(b) Solwezi Skills Training Centre

(i) Electrical and Carpentry Courses
Your previous Committee had recommended that the Government should provide funds for the construction of an additional workshop at Solwezi Skills Training Centre.

Executive’s Response
It was reported in the Action-Taken Report that the construction of an additional workshop at Solwezi Skills Training Centre would be considered in future once the current stock of construction projects had been completed.

Committee’s Observations and Recommendations
Your Committee awaits a progress report on the construction of an additional workshop at Solwezi Skills Training Centre.

(ii) Equipment in Laboratories, Metal and Woodwork Workshops
Your previous Committee had recommended that the Government should provide sufficient funds for the overhaul of the metal and woodwork workshops at Solwezi Skills Training Centre.

Executive’s Response
Your Committee was informed that the Ministry, during the 2017 fiscal year, introduced a Skills Development Fund (SDF) whose function was to improve the quality and access to skills development. Through this Fund, the Ministry had planned to construct and rehabilitate infrastructure as well as provide training equipment for all the TEVET institutions. So far, the Ministry had developed the SDF Implementation Strategy, Operations Manual and Framework to guide the implementation of the Fund. The Ministry, through the SDF, planned to address deficiencies in equipment in institutions providing skills training that will meet the criteria.

Committee’s Observations and Recommendations
Your Committee awaits a progress report on the provision of sufficient funds for the overhaul of the metal and woodwork workshops at Solwezi Skills Training Centre.

(iii) Modern Computers
Your previous Committee had recommended that Solwezi Skills Training Centre should be equipped with modern computers in order to ensure that computer studies were conducted effectively.
Executive’s Response
Your Committee was informed that the Ministry of Higher Education had introduced a Skills Development Fund whose purpose was to improve the quality and access to skills development. In this regard, the Ministry planned to address deficiencies in equipment in institutions providing skills training that would meet the criteria.

Committee’s Observations and Recommendations
Your Committee awaits a progress report on the provision of modern computers to Solwezi Skills Training Centre in order to ensure that computer studies can be conducted effectively.

(c) Northern Technical College, Technical Development and Advisory Unit and Copperbelt University

(i) Obsolete Machinery
Your previous Committee had recommended that the Government should procure modern equipment for metal and woodwork workshops at Northern Technical College (NORTEC) and Technical Development and Advisory Unit (TDAU).

Executive’s Response
It was reported in the Action-Taken Report that the Government, through the Ministry of Higher Education, planned to use the Skills Development Fund whose function was to improve the quality and access to skills development to address deficiencies in equipment in all trades training institutions, including NORTEC. With regard to TDAU, the Ministry planned to provide for financing to procure equipment in the 2018 budget and subsequent years.

Committee’s Observations and Recommendations
Your Committee notes the response and requests for a progress report on the procurement of modern equipment for the metal and woodwork workshops at Northern Technical College (NORTEC) and Technical Development and Advisory Unit (TDAU).

(ii) Electricity Tariffs
Your previous Committee had recommended that the Government should provide a social rate for electricity tariffs for both private and public institutions of learning and research centres.

Executive’s Response
It was reported in the Action-Taken Report that the Government, through the Ministry of Higher Education, intended to commence discussions with utility providers to negotiate for special rates for institutions under the Ministry.

Committee’s Observations and Recommendations
Your Committee awaits a progress report on the provision of a social rate for electricity tariffs for both private and public institutions of learning and research centres.
(iii) Disbursement of Bursaries
Your previous Committee had recommended that the Government should put in place measures to ensure that the disbursement of bursaries at NORTEC, Copperbelt University (CBU) and University of Zambia (UNZA) was timely.

Executive’s Response
Your Committee was informed that the Government had introduced the Student Loans and Scholarship Board to improve the administration of the loans for the University of Zambia and Copperbelt University. It was envisaged that with the inauguration of the Board in July, 2017, the administration of student loans, including disbursement of funds to universities, would improve. With regard to NORTEC, your Committee was informed that the Government would engage the Ministry of Finance to ensure modalities for early release of TEVET Bursary Funds were put in place.

Committee’s Observations and Recommendations
Your Committee notes the response and requests for a progress report on the timely disbursement of bursaries at NORTEC, CBU and UNZA.

(iv) Terminal Benefits
Your previous Committee had recommended that the Government should ensure that retirees at CBU and UNZA were paid their terminal benefits.

Executive’s Response
It was reported in the Action-Taken Report that the Government had developed a Cabinet Memorandum suggesting a new financing strategy for public universities which included dismantling of personnel related arrears at the University of Zambia, Copperbelt and Mulungushi Universities. Once approved by Cabinet, this strategy would provide for, among other things, dismantling of personnel debt and removing of former workers from the payroll.

Committee’s Observations and Recommendations
Your Committee awaits a progress report on the dismantling of terminal benefits for retirees at the University of Zambia, Copperbelt and Mulungushi Universities.

(d) Solwezi Boys’ Technical Secondary School

(i) Laboratory Assistants
Your previous Committee had recommended that the Government should urgently recruit laboratory assistants at Solwezi Boys’ Technical School.

Executive’s Response
It was reported in the Action-Taken Report that the Ministry of General Education was currently faced with a shortage of specialised support staff such as laboratory assistants, especially in rural schools. Your Committee was informed that the Government would consider recruiting and deploying some laboratory assistants when treasury authority to do so was given by the Ministry
of Finance. The Ministry of General Education was also in the process of revising structures for all secondary schools and provisions for this cadre of specialised support staff had been included.

Committee’s Observations and Recommendations
Your Committee awaits a progress report on the recruitment of laboratory assistants at Solwezi Boys’ Technical School.

(ii) Construction of Laboratories
Your previous Committee had requested the Government to procure chemicals, equipment and other laboratory materials needed to make utility of the two laboratories being constructed at Solwezi Boys’ Technical School up to the expected standards.

Executive’s Response
It was reported in the Action-Taken Report that the matter would be given due consideration and your Committee would be updated.

Committee’s Observations and Recommendations
Your Committee awaits a progress report on the procurement of chemicals, equipment and other laboratory materials needed to make utility of the two laboratories being constructed at Solwezi Boys’ Technical School up to the expected standards.

(iii) Obsolete Equipment
Your previous Committee had recommended that the Government should provide equipment at Solwezi Boys’ Technical School for the effective teaching of the vocational pathway.

Executive’s Response
Your Committee was informed that the Ministry had in 2017 commenced the distribution of vocational career pathway teaching aides. The teaching and learning equipment would also be distributed to Solwezi Boys’ Technical Secondary School.

Committee’s Observations and Recommendations
Your Committee notes the response and requests for a progress report on the matter.

(e) Zambia Agriculture Research Institute (ZARI)

(i) Technical and Professional Staff
Your previous Committee had recommended that the Government should ensure that adequate technical and professional staff were recruited at ZARI.

Executive’s Response
It was reported in the Action-Taken Report that the Ministry was engaging the Public Service Management Division so that frozen positions under the Zambia Agricultural Research Institute (ZARI) could be unfrozen so that adequate and professional staff could be recruited.
Committee’s Observations and Recommendations
Your Committee requests for a progress report on the matter specifying the timeframe as to when professional staff would be recruited at ZARI.

(ii) Plant Quarantine Section
Your previous Committee had recommended that the Government should ensure that a certain percentage of funds raised by the plant quarantine section at ZARI were retained to the Institute to enable it carry out its functions effectively.

Executive’s Response
Your Committee was informed that the Government, through the Ministry of Agriculture, was engaging the Ministry of Finance to ensure that a certain percentage of funds raised by the quarantine plant at ZARI could be retained to ensure that the Institute could carry out its functions effectively.

Committee’s Observations and Recommendations
Your Committee notes the response and requests a progress report on the matter.

FOREIGN TOUR TO RWANDA

(a) Budgetary Allocation to Education Sector
Your previous Committee had recommended that the Zambian Government should ensure that a minimum of 20 percent of the national budget was allocated to the education sector as prescribed in the Cairo Declaration.

Executive’s Response
Your Committee was informed that the Government would endeavor to progressively increase the budget allocation to the education sector toward the minimum 20 percent of the total budget as recommended by the Committee. However, your Committee was also informed that the Government had been working towards this level of commitment. For example, in 2014 and 2015, Government had allocated a total of K8.6 billion and K9.4 billion to the education sector, representing 20.2 percent of the total budget in both years, respectively. Whereas the allocation to the education sector reduced to 17.2 and 16.2 percent of the total budget in 2016 and 2017 respectively, this reflected increased investments in the sectors of agriculture, energy and social protection. Some of the notable expenditure items that were prioritised particularly in the 2017 budget included the following:

(1) Over K3 billion for dismantling of arrears across Ministries, Provinces and other Spending Agencies. This includes K661.8 million and K500 million for payment of arrears on fuel and electricity subsidies and the balance for payment of arrears owed to various suppliers of goods and services to Government;

(2) K2.8 billion to support small scale farmers under the Farmer Input Support Programme; and
The table below provides a summary of the allocation to the education sector and the share of the sector budget as a percentage of the total budget.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Total Budget (K&amp;Billion)</th>
<th>Budget Allocation to the Education Sector (K' Billion)</th>
<th>Budget Allocation to the Education Sector as percentage of the total Budget (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>32.2</td>
<td>5.6</td>
<td>17.5</td>
</tr>
<tr>
<td>2014</td>
<td>42.7</td>
<td>8.6</td>
<td>20.2</td>
</tr>
<tr>
<td>2015</td>
<td>46.7</td>
<td>9.4</td>
<td>20.2</td>
</tr>
<tr>
<td>2016</td>
<td>53.1</td>
<td>9.1</td>
<td>17.2</td>
</tr>
<tr>
<td>2017</td>
<td>64.5</td>
<td>10.6</td>
<td>16.2</td>
</tr>
</tbody>
</table>

Committee’s observations and recommendations
Your Committee reiterates its recommendation that 20 percent of the national budget is allocated to the education sector. Further, Your Committee requests for a progress report on the matter.

(b) Strategic Research Fund
Your previous Committee had recommended that the Zambian Government should ensure that the Strategic Research Fund was adequately funded.

Executive’s Response
It was reported in the Action-Taken Report that the Government would endeavor to ensure that the budgetary allocation and funding releases for the Strategic Research Fund (SRF) were enhanced.

Committee’s Observations and Recommendations
Your Committee awaits a progress report on the matter.

(c) Scientific Laboratories
Your previous Committee had recommended that the Zambian Government should ensure that scientific laboratories at NISIR, ZARI, CBU and UNZA were capacitated to service clients more efficiently and effectively.

Executive’s Response
It was reported in the Action-Taken Report that the Ministry of Higher Education would endeavour to put in place measures to ensure scientific laboratories at NISIR, ZARI, CBU and UNZA were capacitated to service clients more efficiently and effectively by providing financing for science equipment, qualified human resource and customer interface points.
Committee’s Observations and Recommendations
Your Committee awaits a progress report on the capacitation of scientific laboratories at NISIR, ZARI, CBU and UNZA.

(d) Database of Zambian Scientists
Your previous Committee had recommended that the Zambian Government should have a data base of Zambian scientists, including those abroad and the research they were carrying out. These scientists could act as mentors to students in Zambia.

Executive’s Response
Your Committee was informed that the Ministry of Higher Education endeavoured to develop a directory with data on scientists both in Zambia and abroad. Currently, the Ministry, through the National Science and Technology Council maintained a directory of Zambian scientists in the country. In addition, the Ministry was in the process of establishing an Academy of Science which would help register and coordinate the activities of scientists.

Committee’s Observations and Recommendations
Your Committee notes the response and requests for a progress report on the consolidation of the directory to include Zambian scientists operating from outside the country.

(e) Construction of Classrooms
Your previous Committee had recommended that the Zambian Government should ensure that more classrooms were constructed in communities, as this would ensure quality education.

Executive’s Response
It was reported in the Action-Taken Report that for 2017, the Ministry’s fiscal space did not allow for undertaking new construction projects before completing the current stock. This matter would be considered in future within the framework of the Ministerial Infrastructure Development Plan. Further, your Committee was informed that more classrooms would be constructed in community schools when funds were available.

Committee’s Observations and Recommendations
Your Committee awaits a progress report on the matter.

(f) Regional Centres of Excellence
Your previous Committee had recommended that the Zambian Government should consider using the Public–Private Partnership (PPP) model to establish regional centres of excellence for ICTs in order to provide capacity development in ICT.

Executive’s Response
Your Committee was informed that the impact of ICTs on the delivery of education could not be over emphasised. In fact, its implementation had seen a number of benefits that had resulted in improved teaching, learning, communication and access to information. In this regard, the teaching or learning processes had been accelerated through easy access to information. Your
Committee was informed that the notable impacts of ICTs in the education system were as outlined below.

(i) Multi Choice Zambia had provided and installed DSTV instructional television bouquets in seventy-two high schools, six colleges of education and nine schools for continuing education, through which teachers and learners were able to record, download and watch the educational materials at their own time.

(ii) iSchool was the flag carrier in eLearning in Zambia and schools were able to access their website as one of the key information resources for teachers or lecturers and learners. The internet opens up a whole new world for pupils, not only in terms of new information available to them, but also in the way they could learn. By making children research information for themselves on the internet, they could partly be in charge of their own learning, as opposed to being told the information, as happened in a traditional classroom.

(iii) Over 2, 500 learning institutions had acquired computers which students and educators used for research and other teaching or learning processes. In this regard, both basic and tertiary institutions had projects aimed at integrating the use of ICTs inside the classrooms.

The Government, however, was working at ensuring that centres of excellence were established through the administrative systems of the Ministry.

Committee’s Observations and Recommendations
Your Committee notes the response and urges the Government to state whether Public Private Partnership (PPP) has been used to establish regional centres of excellence in Zambia.

(g) Television Channel
Your previous Committee had recommended that the Zambian Government should introduce a television channel that would promote science, technology and innovation. This would ensure that the advancement of science and technology was embraced at household and national level.

Executive’s Response
Your Committee was informed that the Government had taken note of the recommendation by your previous Committee and would endeavour to explore the recommendation by engaging the Ministry of Information and Broadcasting Services. Your Committee was also informed that the Government through the Ministry of Higher Education also had a Unit under the Department of Vocational Education and Training called Audio Visual Unit which it intended to use to promote science and technology through both print and visual media.

Committee’s Observations and Recommendations
Your Committee notes the response and requests for a progress report on the matter.
(h) **Computer Laboratories**
Your previous Committee had recommended that the Zambian Government should establish adequately equipped computer laboratories in all the primary schools in the country in order to increase access to information and research and promotion of ICT skills from an early age and creativity among pupils.

*Executive’s Response*
It was reported in the Action-Taken Report that since the introduction of the teaching of ICTs in the primary school curriculum, the Ministry had progressively been distributing computers in order to promote ICTs. So far, 10,241 computers had been distributed to primary schools countrywide and many more were going to be distributed.

*Committee’s Observations and Recommendations*
Your Committee notes the response and requests for a progress report on the matter.

(i) **Capacitate Trade Institutions**
Your previous Committee had recommended that the Zambian Government should ensure that trade institutions were capacitated to offer technical and vocational skills in order to solve Zambian problems and embrace the “Buy Zambia” campaign.

*Executive’s Response*
It was reported in the Action-Taken Report that the Government would use the Skills Development Fund to capacitate institutions and ensure the enhancement of quality and relevant skills training in these institutions. This would improve productivity of the TEVET graduates and thereby improve products produced in Zambia hence promoting the “Buy Zambia” campaign.

*Committee’s Observations and Recommendations*
Your Committee notes the response and requests for a progress report the matter.

(j) **Trade Training Institutions**
Your previous Committee had recommended that the Zambian Government should ensure that the Skills Development Fund was disbursed to TEVET institutions in order to ensure that trade institutions were adequately funded and well equipped to fabricate machinery as this would reduce the cost of production faced by most small and medium-sized enterprises (SMEs).

*Executive’s Response*
Your Committee was informed that the Skills Development Fund was established to improve the quality of training in both public and private TEVET institutions depending on their skill offering. In this regard, the Ministry had developed documents such as the Skills Development Operations Manual, Implementation Framework and Strategy Paper which provided guidelines for the disbursement of the Skills Development Fund. Within these guidelines, four windows through which the Fund could be accessed had been established and one of these windows provided for funds to TEVET institutions to procure training equipment. Another window provided financing for upgrading of Micro, Small and Medium Enterprises (MSME) skills.
Trades Training institutions could, therefore access financing to improve their equipment and MSME skills through these windows.

Committee’s Observations and Recommendations
Your Committee notes the response and considers to close the matter.

(k) Guarantee Funds
Your previous Committee had recommended that the Zambian Government should consider providing guarantee funds for business innovative ideas based on the Rwandan model.

Executive’s Response
Your Committee was informed that the Government had taken note of the recommendation and would engage all the relevant stakeholders. Further, the Government, through the Ministry of Higher Education, would also study the Rwandan model and its relevance to the Zambian environment in order to better understand it before its implementation.

Committee’s Observations and Recommendations
Your Committee awaits a progress report on when study of the Rwandan model will be undertaken.

(i) Awarding of Scholarships
Your previous Committee had recommended that the Zambian Government should allocate part of the Skills Development Fund to TEVET institutions for the awarding of scholarships to students.

Executive’s Response
It was reported in the Action-Taken Report that the Government, through the SDF Committee, had developed guidelines which would ensure that part of the Skills Development Fund would target scholarships for skills development. In 2017, 250 students from Livingstone Institute of Business and Engineering Studies (LIBES), Technical and Vocational Teachers’ College (TVTC) and Evelyn Hone College (EHC) had benefited from this Fund.

Committee’s Observations and Recommendations
Your Committee notes the response and requests an update on the names of TEVET institutions that have benefited from the SDF through the awarding of scholarships to students.

(m) Purchases of ICT Components
Your previous Committee had recommended that the Zambian Government should consider ensuring that purchases of all ICT components targeted at educational activities were duty free.

Executive’s Response
Your Committee was informed that the Government, through the Ministry of Higher Education, was currently reviewing the Science, Technology and Innovation Policy and this review proposed changes in the current institutional framework. As part of the submissions from the consultations undertaken so far, a committee under the Office of the Vice President would set the
national research agenda which would be coordinated by the Ministry responsible for science, technology and innovation.

Committee’s Observations and Recommendations
Your Committee notes the response and urges the Government to ensure that purchases of all ICT components targeted at educational activities are duty free.

FOREIGN TOUR BY THE ZAMBIAN PEER GROUP TO AUSTRIA

(a) Budgetary Allocation
Your previous Committee had recommended that the Zambian Government should significantly increase the budgetary allocation to the health and education sectors.

Executive’s Response
It was reported in the Action-Taken Report that the Ministry of Higher Education would engage the Ministry of Finance to consider increasing the budgetary allocation to the education sector. Currently, the education sector received over 21 percent of the national budget. However, this had not been sufficient to address the challenges in the sector. It was for this reason that the Ministry introduced the Skills Development Fund and was also reviewing the financing strategy for universities. It was hoped that these two interventions would increase financing to TEVET and also ensure optimal use of resources under university education.

Committee’s Observations and Recommendations
Your Committee notes the response and requests for a progress report on the matter.

(b) Technical and Vocational Institutions
Your previous Committee had recommended that the Zambian Government should ensure that technical and vocational institutions were well equipped.

Executive’s Response
It was reported in the Action-Taken Report that the Government, during the 2017 fiscal year, introduced a Skills Development Fund whose function was to improve the quality and access to skills development. In this regard, the Ministry of Higher Education planned to address deficiencies in equipment in all trades training institutions.

Committee’s Observations and Recommendations
Your Committee notes the response and requestes for a progress report on the matter.

(c) Linkage of Technical and Vocational Courses
Your previous Committee had recommended that the Zambian Government should put in place measures to ensure that technical and vocational courses were linked to industry.

Executive’s Response
Your Committee was informed that the Ministry of Higher Education was in the process of reviewing the TEVET Policy and one of the proposed strategies was to enhance linkages with
industry through curriculum review and apprenticeship programmes. The Ministry of Higher Education was also developing an apprenticeship framework that would guide internships and apprenticeships and reduce the gap between training and industry.

Committee’s Observations and Recommendations
Your Committee notes the response and requests for a progress report on the matter.

12.0 CONSIDERATION OF THE ACTION-TAKEN REPORT OF THE REPORT OF YOUR COMMITTEE ON EDUCATION, SCIENCE AND TECHNOLOGY FOR THE FIFTH SESSION OF THE ELEVENTH NATIONAL ASSEMBLY

THE ROLE OF BOOK PUBLISHING AND DISTRIBUTION IN EDUCATION

(a) Book Policy
Your previous Committee had requested for a progress report on the Government’s move to constitute a committee comprising universities, colleges of education, Curriculum Development Centre (CDC), Book Publishers Association and experienced authors to develop the national book policy that would guide the publishing, procurement and distribution of books.

Executive’s Response
Your Committee was informed that the consultation process was completed and a draft national book policy had been developed. However, due to lack of funds, the process had been protracted. The Committee would be updated on the progress made once funds were made available for the exercise.

Committee’s Observations and Recommendations
Your Committee requests for a progress report on the matter with a specific timeframe in which the policy would be finalized.

(b) Book Evaluation Process
Your previous Committee had requested for an update on the development of the specific time lines for different stages in the evaluation and approval process.

Executive’s Response
It was reported in the Action-Taken Report that the Government had taken note of the recommendations made by your previous Committee that there was need for the development of specific time lines for different stages in the evaluation and approval process. Once these were devised, the Committee would be updated.

Committee’s Observations and Recommendations
Your Committee notes the response and requests for a progress report on the matter.

(c) Sole Distribution of Books
Your previous Committee had requested for an update on the reorganisation of text book procurement to ensure that all the significant players, including book publishers and book sellers, were part of the distribution chain.

**Executive’s Response**

Your Committee was informed that the Ministry of General Education had revised the curriculum for all the grades. Your Committee was also informed that the procurement of text books for the revised curriculum would be done in four phases. The Ministry was currently finalising phase three and the last phase would be done in the first quarter of 2018. The delay in the procurement of text books for the revised curriculum was as a result of court cases following the appeals from the publishers on the decision made by the procuring entity.

With regard to the reorganisation of text book procurement to ensure that all the significant players including book publishers and book sellers, were part of the distribution chain, the Ministry was planning to enter into framework contracts, once a consultative meeting with the stakeholders had taken place. Entering into framework contracts would see the inclusion of book sellers and reopening of bookshops.

**Committee’s Observations and Recommendations**

Your Committee notes the response and requests for a progress report on the reorganisation of text book procurement to ensure that all the significant players, including book publishers and book sellers, are part of the distribution chain.

(d) **Distribution of Books to Remote Areas**

Your previous Committee had requested the Government to increase funding for the distribution of books, as K6,000 was clearly insignificant.

**Executive’s Response**

Your Committee was informed that the Ministry of General Education would endeavour to increase the allocation for book distribution.

**Committee’s Observations and Recommendations**

Your Committee notes the response and requests for a progress report on the matter.

(e) **Copyright and Performance Rights (Amendment) Act, No. 25 of 2010**

Your previous Committee had requested the Government to clearly state the measures that would be put in place to ensure enforcement of the Copyright and Performance Rights (Amendment) Act, No.25 of 2010 in order to protect the interests of publishers.

**Executive’s Response**

Your Committee was informed that the Ministry, just like the book publishers, relied on the law enforcement agencies to enforce the Copyright and Performance Rights (Amendment) Act, 2010 in an event that works were either plagiarised or photocopied illegally. This was a matter that needed concerted efforts to resolve and as a Ministry, additional modalities on how to curb this vice were still being explored.
Committee’s Observations and Recommendations
Your Committee requests for a progress report on the matter.

(f) Decentralised system of book procurement
Your previous Committee had requested for an update on the decentralised system of book procurement and delivery.

Executive’s Response
Your Committee was informed that the Ministry of General Education was undergoing restructuring and that the positions of procurement officers in the districts had been included in the proposed structure which had been submitted to the Public Service Management Division (PSMD) for approval. This meant that the Ministry would only revert to the decentralised system when qualified procurement officers had been recruited in the districts as per section 12 (2) of the Public Procurement (Amendment) Act No 15 of 2011, which states that “Any functions related to procurement shall be carried out only by persons qualified and knowledgeable in procurement in accordance with the Zambia Institute of Purchasing and Supply Act No. 15 of 2003.

Committee’s Observations and Recommendations
Your Committee awaits a further update on the matter.

13.0 CONSIDERATION OF THE ACTION-TAKEN REPORT ON THE REPORT OF THE COMMITTEE ON EDUCATION, SCIENCE AND TECHNOLOGY FOR THE FOURTH SESSION OF THE ELEVENTH NATIONAL ASSEMBLY

The Delivery of Education in Institutions of Higher Learning

(a) Incentives for Private Sector Participation
Your previous Committee had requested an update on the Ministry’s plans to partner with private enterprises in constructing student hostels at public universities.

Executive’s Response
Your Committee was informed that the Government had engaged a number of private developers with a possibility of entering into a Public Private Partnership arrangement to develop student hostels. One such entity was Zambia Consolidated Copper Mines Investment Holdings Limited (ZCCM –IH) which was interested in developing hostels in public universities and TEVET Institutions. The Company was currently developing a proposal to partner with the Ministry of Higher Education in the development of the hostels.

In addition, the Ministry had allowed the universities to commence discussions with private developers to increase student hostel capacity at public universities. In this regard, the Copperbelt University was holding discussions with several developers on the redevelopment of Chinsali’s Kapasa Makasa University which included development of a commercial centre, student hostels and shopping complex.
Committee’s Observations and Recommendations
Your Committee requests for a progress report on the matter.

(b) Strengthening Vocational Training Outputs
Your previous Committee had requested for an update on the rollout of the programme to the rest of the provinces.

Executive’s Response
Your Committee was informed that the Government had been working with SMEs through curriculum development and training systems and had developed standards and guidelines for Recognition of Prior Learning (RPL) and this had made it possible to assess and certify the skills acquired by MSMEs through on-the-job training systems. This had helped to recognise competences in this sector and had also worked to build role models within the MSME sector. This had so far been done in Muchinga and Lusaka Provinces in skills such as welding, bricklaying, plastering and carpentry and joinery.

In addition, curricula had been developed together with MSMEs in nationally recognised short courses leading to skills awards for construction, tourism, mining and agricultural sectors. The introduction of the work, innovation and skills competition based TEVET learning systems had improved interface between TEVET Training providers and MSMEs and had made it possible to use skills competitions as complimentary instruments for recognition of prior learning assessments for MSMEs on-the-job training candidates. Furthermore, the development and introduction of visual or pictured learning manuals for low literacy learners in the MSME sector was underway. Support to MSME through the Skills Development Fund for entrepreneurship and informal sector training was another way the Government was promoting interface with MSMEs. The Government had also commenced the promotion to form skills associations and/or cooperatives for MSMEs with a view to register them as training providers specialising in the Work Based Learning System; as part of the work innovation and skills competition based TEVET learning system.

Committee’s Observations and Recommendations
Your Committee notes the response and requests for a further update on the rollout of the programme to the rest of the provinces.

14.0 CONSIDERATION OF THE ACTION-TAKEN REPORT ON THE REPORT OF THE COMMITTEE ON EDUCATION, SCIENCE AND TECHNOLOGY FOR THE THIRD SESSION OF THE ELEVENTH NATIONAL ASSEMBLY

The Structure of the Zambian Education System: From Basic- High School to Primary-Secondary School; Opportunities and Challenges.

a) Revision of the National Education Policy, “Educating Our Future” and the Education Act, No.23 of 2011

Your previous Committee had requested a progress report on the matter.
Executive’s Response
Your Committee was informed that the Ministry of Higher Education had made progress with regard to the review of the TEVET Policy and the development of the Higher Education Policy. Provincial consultations had been concluded on both Policy documents and zero drafts had been developed. Further, plans were underway to hold stakeholder validation meetings to validate the drafts that had been developed.

Committee’s Observations and Recommendations
Your Committee requests for a progress report on the revision of the TEVET Policy, Educating Our Future Policy and the development of the Higher Education Policy.

(b) Implementation Strategy and Guidelines
Your previous Committee had requested a progress report on the development of the implementation strategy and guidelines.

Executive’s Response
Your Committee was informed that progress had been recorded with regard to the review of the Education Act of 2011 and the strategic plan. Provincial consultations had been concluded on both policy documents and zero drafts had been developed. Plans were underway to hold stakeholder validation meetings to validate the drafts that had been developed.

Committee’s Observations and Recommendations
Your Committee notes the response and requests for a progress report on the matter.

(c) Procurement and Distribution of Desks to Schools
Your previous Committee had requested a further update on the procurement and distribution of desks to the fifty-five secondary schools.

Executive’s Response
It was reported in the Action-Taken Report that the Ministry had commenced the procurement process of school desks for the fifty-five schools. The process, however, could not proceed because the Ministry of Finance did not release the funds. However, the procurement process would be concluded as soon as funds were available. The status quo still remained the same, as no desks had been distributed on a national scale. Within the limitations of resources, the Ministry was also exploring modalities of manufacturing desks with the Zambia Education Projects Implementation Unit (ZEPIU).

Committee’s Observations and Recommendations
Your Committee awaits a progress report on the matter.
LOCAL TOURS

(a) Lukulu

Phelim-O’shea School
Your previous Committee had requested for a further update on the construction of classrooms and upgrading and equipping of the laboratories and acquisition of teaching and learning materials at Phelim-O’shea School.

Executive’s Response
It was reported in the Action-Taken Report that the construction of classrooms and upgrading and equipping of the laboratories had not commenced owing to financial constraints at Phelim-O’shea School in Lukulu District. However, teaching and learning materials had been distributed.

Committee’s Observations and Recommendations
Your Committee notes the response and requests for a progress report on the matter.

(b) Zambezi

(i) Use of Lunda and Luvale as Media of Instruction
Your previous Committee had requested for a further update on the recommendation that in order to avert conflict, the Government should quickly resolve the impasse surrounding the use of Lunda and Luvale as media of instruction in schools in Zambezi District.

Executive’s Response
Your Committee was informed that the three schools were still using English as the medium of instruction for the lower grades while books in Lunda and Luvale had not yet been distributed to schools. Teaching and learning was going on using Luvale in the west bank and Lunda in the rest of the schools in the east bank except for the three schools.

Committee’s Observations and Recommendations
Your Committee notes the response and requests for a progress report on the matter.

(ii) Upgrading of Dipalata Secondary School
Your previous Committee had requested a progress report on the construction of two teacher’s houses, one toilet block and a 1 x 3 classroom block.

Executive’s Response
Your Committee was informed that the status quo at the upgraded Dipalata Secondary in Zambezi District remained the same. The Ministry was awaiting the release of funds from the Ministry of Finance to enable the construction of additional infrastructure at the school. The Committee would be updated on the progress once funds were released.

Committee’s Observations and Recommendations
Your Committee resolves to await a progress report on the matter.
15.0 CONSIDERATION OF OUTSTANDING ISSUES FROM THE ACTION-TAKEN REPORT ON YOUR COMMITTEE’S REPORT FOR THE SECOND SESSION OF THE ELEVENTH NATIONAL ASSEMBLY

(a) Paul Mushindo University
Your previous Committee had requested for an update on the placing of Paul Mushindo University upon completion.

Executive’s Response
Your Committee was informed that the Ministry of Higher Education had adopted a strategy to place all new and transformed universities under the stewardship of already existing universities such as UNZA, CBU and Mulungushi Universities. Kwame Nkrumah and Chalimbana Universities had been placed under UNZA, while Mukuba University and Kapasa Makasa were under CBU. Paul Mushindo University, however was still in its preliminary construction phase and a decision on which university it would be placed under would be made once the University was near completion. This strategy was meant to ensure that infant universities were guided and nurtured so that capacity was built before they were left to operate independently. The plan was to provide oversight for a period of four years and then assess their capacity to operate independently.

Committee’s Observations and Recommendations
Your Committee awaits an update on the placing of Paul Mushindo University upon completion.

(b) Evelyn Hone College - Radio and Television Licences
Your previous Committee had requested for a further update on its recommendation to allow Evelyn Hone College to hold two licences, for radio and television

Executive’s Response
Your Committee was informed that the Ministry of Higher Education was awaiting feedback from the Ministry responsible for communication on the possibility of allowing Evelyn Hone College to hold two licenses for radio and television.

Committee’s Observations and Recommendations
Your Committee notes the response and requests the Government to clearly state the timeframe that has been set for the awarding of the radio and television licenses to Evelyn Hone College.

16.0 CONSIDERATION OF THE ACTION-TAKEN REPORT ON THE REPORT OF THE COMMITTEE ON EDUCATION, SCIENCE AND TECHNOLOGY ON THE REPORT OF THE AUDITOR-GENERAL ON THE DEPLOYMENT OF TEACHERS IN BASIC SCHOOLS FOR THE FOURTH SESSION OF THE ELEVENTH NATIONAL ASSEMBLY
Ministry of General Education - Institutional assessment
Your previous Committee had requested for a further update on the institutional assessment that the Ministry was undertaking.

Executive’s Response
It was reported in the Action-Taken Report that the Ministry completed the Institutional Assessment and a proposed new structure for the Ministry had been made. This structure was currently awaiting approval by the Management Development Division (MDD). It was hoped that once this new structure had been approved and implemented, payroll management would improve. Further, payroll management and establishment control was a continuous undertaking and the Ministry had continued managing and monitoring the payroll. Internal Auditors and Human Resources Officers had been conducting routine monthly audits and corrective measures were undertaken where need be. With regard to appointments, promotions and transfers, the Ministry was adhering to procedure and these were only done where vacancies arose.

To further strengthen payroll management and establishment control, training had been planned for officers countrywide who were involved in Human Resource and payroll management. This would enhance capacity among the officers managing the payroll.

Committee’s Observations and Recommendations
Your Committee notes the response and requests for a progress report on the matter.

PART IV

17.0 CONCLUSION
15.0 Your Committee expresses its gratitude to you Mr Speaker and the Clerk for the guidance and services rendered to it throughout its deliberations. Gratitude also goes to the stakeholders for their oral and written submissions.

G K Mwamba, MP
CHAIRPERSON

June, 2018
LUSAKA
APPENDIX 1

List of National Assembly Officials
Ms C Musonda, Principal Clerk of Committees
Mr F Nabulyato, Deputy Principal Clerk of Committees (SC)
Mr S Chiwota, Senior Committee Clerk (SC)
Mrs M E Z Banda, Committee Clerk
Mr E Chilongu, Committee Clerk
Ms B Shula, Typist
Mr M Chikome, Committee Assistant
Mr D Lupiya, Acting Committee Assistant