SECOND REPORT OF THE COMMITTEE ON EDUCATION, SCIENCE AND TECHNOLOGY FOR THE FOURTH SESSION OF THE TENTH NATIONAL ASSEMBLY APPOINTED ON 24 SEPTEMBER 2009

Consisting of:

Mr D M Syakalima, MP; (Chairperson); Mr G Chazangwe, MP; Mr L K Chibombamilimo, MP; Mr M J C Misapa, MP; Mr Y D Mukanga, MP; Mrs J C Mumbi-Phiri, MP; Mr E M Munaile, MP; and Mr M C K Mushili, MP.

During the session, the composition of your Committee changed with the appointment of Mr M J C Misapa, MP, to a ministerial position. The Honourable Member was replaced by Mr V Mwale, MP.

The Honourable Mr Speaker
National Assembly
Parliament Buildings
LUSAKA

Sir

Your Committee has the honour to present their Second Report for the Fourth Session of the Tenth Assembly.

Functions of the Committee

2. The functions of your Committee are as follows:

   (i) to study, report and make recommendations to the Government through the House on the mandate, management and operations of the Ministries of Education and Science, Technology and Vocational Training and/or agencies under their portfolio;

   (ii) to carry out detailed scrutiny of certain activities being undertaken by the Ministries of Education and Science, Technology and Vocational Training; departments and/or agencies under their portfolio and make appropriate recommendations to the House for ultimate consideration by the Government;

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

   (iv) to consider any Bills that may be referred to them by the House.
Meetings of the Committee

3. Your Committee held fourteen meetings during the period under review.

Procedure adopted by the Committee

4. Your Committee adopted the following programme of work for 2009:

   (i) consideration of the Action-Taken Report on the first Report of the Committee for the fourth session of the Tenth National Assembly;

   (ii) consideration of the status of adult literacy in Zambia;

   (iii) tours arising from the consideration of topical issues; and

   (iv) consideration and adoption of the second report for the fourth session of the Tenth National Assembly.

PART I

TOPICAL ISSUES

STATUS OF ADULT LITERACY IN ZAMBIA

Policy on Adult Literacy

5. Your Committee was informed that adult literacy education in Zambia was as old as the country's independence. It was first introduced as basic adult literacy in 1966, under the Ministry of Community Development and Social Services (MCDSS). In 1972, the programme was re-launched as the functional literacy education which is still in taking place to date.

Currently twenty-five different organisations, namely, Civil Societies and Faith Based Organisations in addition to three line ministries (i.e. Ministry of Education, Ministry of Agriculture and Cooperatives, Ministry of Local Government and Housing) conduct adult literacy programmes in Zambia as either basic literacy or functional literacy or both.

Despite the above, adult literacy education practice and provision in Zambia remains uncoordinated, with little national policy guidance.
The Ministry of Education's new mandate

The mandate to provide adult literacy was under the Ministry of Community Development and Social Services until 2004, when Government through a gazette notice designated the Ministry of Education to be in charge of this portfolio. The mandate to provide, coordinate, manage and monitor adult education activities has now been shifted to the Ministry of Education under Directorate of Open and Distance Education.

Your Committee learnt that previously the Ministry of Education had not been directly involved in providing adult literacy education in Zambia. Its involvement was at the post adult literacy level. From 1965 up to the 1980s, people were encouraged to enrol in evening classes conducted by Ministry of Education under the then Department of Continuing Education now the Directorate of Open and Distance Education (DODE).

Adult learners entered school as beginners before proceeding to Grade 5, with those who were determined studying up to GCE '0' level. The most determined continued thereafter up to university level. From the period 2003 to date, there has been re-introduction of evening classes, revamping of distance learning and re-introduction of adult literacy education.

In the year 2003, the Ministry of Education opened adult literacy classes in various zonal centres in the districts of each province. However, the programme was not sustained due to the following:

- inadequacy of trained staff in adult education methodology;
- inadequacy of teaching and learning materials for adult literacy, and
- lack of organised structures in the Ministry.

National Policy on Adult Literacy

Your Committee was informed that since independence the country had had no policy on adult literacy. The Ministry of Education embarked on the development of the National Policy after the 2006 symposium. Consequently, in 2007, the Ministry of Education contracted a consultancy from Zambia Open University and in the same year, the Permanent Secretary Ministry of Education appointed an adult literacy technical committee comprising members from different organisations, namely, civil societies, faith based and Government ministries to which the consultant should be reporting as well as contribute to the draft policy on behalf of their respective organisations.

Your Committee heard that at the time of the submission, a draft policy on adult literacy was in place. The draft policy was titled "Policy on Youth and Adult Literacy" because there was a realisation that there were also young people who could have had no opportunity to enter formal schooling. The Policy has been developed through provincial consultative meetings and with input from various stakeholders at different levels. The draft Policy was presented before stakeholders consultative meeting held on 13th November, 2009 and would be presented to Cabinet for final approval.
Levels of Adult Literacy in Zambia for the Periods 1964 - 2009

6. The adult literacy statistics for the period 1964 to 1990 as requested by your Committee were not available at the time of receiving the submission. However, statistical information from 1990 to 2004, was available. Your Committee was informed that the situation of literacy in Zambia was derived from the Zambia Demographic and Health Survey (DHS) conducted by the Central Statistical Office.

According to the DHS of 2004, Zambia's literacy rate for the population aged 15 years and above was 67.2%. This was an increase from 66% in 1990 while in the age group 15 to 24 years, the literacy rate stood at 70.1%. Thus the level of illiteracy among all adults was 33.8% while in the young adult group aged 15-24 years, was 30%.

Literacy Rate by Age Group, Sex and Residence 1990 and 2000

<table>
<thead>
<tr>
<th></th>
<th>1990</th>
<th>2000</th>
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<tr>
<td></td>
<td>5+</td>
<td>15-24</td>
</tr>
<tr>
<td>Zambia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>55.3</td>
<td>74.9</td>
</tr>
<tr>
<td>Male</td>
<td>61.6</td>
<td>78.9</td>
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<tr>
<td>Female</td>
<td>49.2</td>
<td>71.2</td>
</tr>
<tr>
<td>Rural</td>
<td></td>
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<tr>
<td>Both sexes</td>
<td>44.7</td>
<td>64.7</td>
</tr>
<tr>
<td>Male</td>
<td>52.0</td>
<td>70.3</td>
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<tr>
<td>Female</td>
<td>38.0</td>
<td>59.6</td>
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<tr>
<td>Urban</td>
<td></td>
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<tr>
<td>Both sexes</td>
<td>71.5</td>
<td>88.7</td>
</tr>
<tr>
<td>Male</td>
<td>75.7</td>
<td>90.7</td>
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<tr>
<td>Female</td>
<td>67.3</td>
<td>86.9</td>
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</tbody>
</table>
When analysed further, by provinces and districts, there were imbalances between rural and urban, as well as men and women. Out of the nine provinces of Zambia, four provinces had illiteracy rates of above 40%, while three had illiteracy rate between 30% and 38%, and urban provinces had illiteracy rate below 20%. Out of 72 districts, 38 districts had unacceptable levels of illiteracy. Shangombo and Lundazi had the highest illiteracy rate of 66% and 63% levels respectively.

The results further indicated that the problem of illiteracy continued to be prevalent among females than males. In fact, the research indicated that about 1 in every 2 females (49.8%) was illiterate as compared to the almost 2 in every 5 males (39%) of the same population.

The problem of illiteracy was more pervasive among the rural population. There was stagnation in terms of the proportion of the population in rural areas that could freely read and write in any language, worse still interpret very simple statements. For example, between 1990 and 2000, more than 50% of the rural population were deemed illiterate as opposed to 33% of the urban population. By year 2000, 73% of the urban population was said to be literate when the percentage of literacy for their rural counterparts were still very low.

In terms of regional segregation, Copperbelt and Lusaka provinces had the highest rate of adult literacy which stood at more than 80% while Eastern Province followed by North-Western Province recorded the lowest literacy rates of 47.6% and 53.4% respectively.

Provinces with adult illiteracy rate of 40% and above should be considered as critical areas. Reduction of illiteracy to below 40% was necessary because the countries that were developed, economically took off when they reduced illiteracy below 40%.

**Adult Illiteracy rates in Zambia by Province and District**

<table>
<thead>
<tr>
<th>Province</th>
<th>Illiteracy Rate</th>
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<tbody>
<tr>
<td>Zambia</td>
<td>34</td>
</tr>
<tr>
<td>Central Province</td>
<td>32.8</td>
</tr>
<tr>
<td>Chibombo</td>
<td>35.4</td>
</tr>
<tr>
<td>Kabwe</td>
<td>16.8</td>
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<tr>
<td>Kapiri Mposhi</td>
<td>36.4</td>
</tr>
<tr>
<td>Mkushi</td>
<td>36.5</td>
</tr>
<tr>
<td>Mumbwa</td>
<td>29.7</td>
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<tr>
<td>Serenje</td>
<td>36.6</td>
</tr>
<tr>
<td>Copperbelt Province</td>
<td>17.9</td>
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<tr>
<td>Chililabombwe</td>
<td>17</td>
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<tr>
<td>Chingola</td>
<td>15.3</td>
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<tr>
<td>Kalulushi</td>
<td>17.1</td>
</tr>
<tr>
<td>Kitwe</td>
<td>12.8</td>
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<tr>
<td>Luanshya</td>
<td>15.3</td>
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<tr>
<td>Lufwanyama</td>
<td>38.1</td>
</tr>
<tr>
<td>Masaiti</td>
<td>32.9</td>
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<tr>
<td>Mpongwe</td>
<td>33.7</td>
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<tr>
<td>Mufulira</td>
<td>13.1</td>
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<tr>
<td>Ndola</td>
<td>16.8</td>
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<tr>
<td>Province</td>
<td>Percentage</td>
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<td>-------------------------</td>
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<tr>
<td><strong>Eastern Province</strong></td>
<td>53.6</td>
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<tr>
<td>Chadiza</td>
<td>60.9</td>
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<tr>
<td>Chama</td>
<td>53.1</td>
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<tr>
<td>Chipata</td>
<td>45.1</td>
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<tr>
<td>Katete</td>
<td>62.9</td>
</tr>
<tr>
<td>Lundazi</td>
<td>50.1</td>
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<td>Mambwe</td>
<td>43</td>
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<td>Nyimba</td>
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<tr>
<td>Petauke</td>
<td>56.4</td>
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<tr>
<td><strong>Luapula Province</strong></td>
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<td>Chiengi</td>
<td>49.7</td>
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<tr>
<td>Kawambwa</td>
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<td>Mansa</td>
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<td>Milinge</td>
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<td>Mwense</td>
<td>35.1</td>
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<td>Nchelengwe</td>
<td>36.9</td>
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<tr>
<td>Samfya</td>
<td>46.4</td>
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<tr>
<td><strong>Lusaka Province</strong></td>
<td>19.3</td>
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<tr>
<td>Chongwe</td>
<td>36.7</td>
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<tr>
<td>Kafue</td>
<td>25.3</td>
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<tr>
<td>Luangwa</td>
<td>42.7</td>
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<tr>
<td>Lusaka</td>
<td>15.9</td>
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<td><strong>Northern Province</strong></td>
<td>40.9</td>
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<tr>
<td>Chilubi</td>
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<td>Chinsali</td>
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<td>Isoka</td>
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<td>Kasama</td>
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<td>Luwingu</td>
<td>42.9</td>
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<tr>
<td>Mbala</td>
<td>46.2</td>
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<tr>
<td>Mpika</td>
<td>37.2</td>
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<tr>
<td>Mporokosho</td>
<td>29.7</td>
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<tr>
<td>Mpopulungo</td>
<td>46.6</td>
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<tr>
<td>Mungwi</td>
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<td>Nakonde</td>
<td>40</td>
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<tr>
<td><strong>North Western Province</strong></td>
<td>50.8</td>
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<tr>
<td>Chavuma</td>
<td>47.7</td>
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<td>Kasempa</td>
<td>36.4</td>
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<td>Mfumbwe</td>
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<td>Mwinilunga</td>
<td>53.4</td>
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<td>Solwezi</td>
<td>43</td>
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<tr>
<td>Zambezi</td>
<td>51.6</td>
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<tr>
<td><strong>Southern Province</strong></td>
<td>31.4</td>
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<tr>
<td>Choma</td>
<td>27.4</td>
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<tr>
<td>Gwembe</td>
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<td>Itezhi tezhi</td>
<td>35.5</td>
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<tr>
<td>Kalomo</td>
<td>32.7</td>
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<tr>
<td>Kazungula</td>
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<tr>
<td>Livingstone</td>
<td>10.7</td>
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<tr>
<td>Mazabuka</td>
<td>29.5</td>
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<tr>
<td>Monze</td>
<td>23</td>
</tr>
</tbody>
</table>
Namwala 27.1
Siavonga 49.1
Sinazongwe 45.7
Western Province 5.1
Kalabo 45.4
Kaoma 42.7
Lukulu 44.5
Mongu 28.9
Senanga 40.2
Sesheke 28.3
Shangombo 66.4

Explanation on Disparities

The disparities set out in the tables above show the issues set out hereunder.

(a) Gender

There are high illiteracy rates among the women more than men due to various reasons, as set out below:

- early marriages which made girls drop out of school during their formal school time;
- early pregnancies lead to girl children dropping out from school;
- culture and tradition gave preference to a boy child to go to school than a girl child; and
- traditional practices during initiation ceremonies instructed girls beyond basic hygiene practices to their preparation for marriage.

(b) Rural and Urban

The disparities between rural and urban areas are due to some of the following reasons:

- there were few schools in rural areas than in urban areas;
- distances between schools in rural areas were large and as such girls fail to go to school;
- poverty was rampant in rural areas than in urban areas;
- lack of role models in rural areas;
illiteracy among parents especially women affected girls education; and
poor medical services in rural areas.

Government Programmes for Adult Literacy

7. Your Committee was informed that the Ministry of Education was committed to:

• develop a policy on youth and adult literacy;
• develop an adult literacy teaching and learning materials;
• develop adult literacy curriculum; and
• establishment of adult literacy centres.

Challenges in the Delivery of Adult Literacy Programmes

The delivery of adult literacy faced a number of challenges. It was expected that once the Government approved the policy on adult literacy, critical areas such as curriculum, relevant teaching and learning materials, inadequate funding, training of instructors, access to literacy education with people with special needs, comprehensive research and retention of instructors would be addressed.

In addition to the development of the draft policy, Government had shown its commitment towards the provision of adult literacy. The TEVET policy also strived to provide life skills to out of school learners.

Way Forward

8. Your Committee heard that:

• the Ministry was striving to find means of increasing funding to adult literacy education;
• the Ministry would find a way of remunerating instructors who would be teaching adult literacy learners;
• the Ministry of Education was intending to extend free education to adult literacy learners in order to encourage good attendance and continuity of learners to higher levels if reduction of illiteracy would be attained. This in turn would lead to attainment of Education For All Goals;
• the Ministry of Education had started to develop relevant teaching and learning materials for adult literacy;
• the Ministry of Education would soon develop adult Literacy Curriculum along with the main curriculum;
• the Ministry of Education would soon establish adult literacy centres throughout the country; and
• the Ministry of Education had already embarked on the development of an adult literacy policy which was at draft level. It was expected that, the draft Policy would be presented to Cabinet for approval by the end of second quarter of 2010.

Stakeholders’ Concerns

9. The following stakeholders submitted before your Committee:

(i) Zambia Association of Jehovah’s Witnesses;
(ii) Zambia National Education Coalition;
(iii) Young Women’s Christian Association;
(iv) iLearn Africonnect;
(v) Zambia Episcopal Conference;
(vi) Zambia Open University; and
(vii) Ministry of Community Development and Social Services.

The following were some of the concerns of the stakeholders:

(i) the lack of a national policy on adult literacy was hindering the sector and the process of coming up with a policy was too slow as the document was still in draft form; thus in the absence of a policy, adult literacy programmes and activities were being implemented without a guiding framework;

(ii) as a result of lack of a guiding framework (policy) the adult literacy sector lacked an overall curriculum resulting in adult literacy providers using individual facilitation and learning aids, which ultimately affected standards and the quality of education that the learners received from the various providers;

(iii) the adult literacy sector was the most neglected to an extent where it lacked statistics and documentation, and the funding to the sector was 0.03% of the overall budgetary allocation to the education sector. Contrary to SADC obligations of allocating at least 3% of the education sector budget to adult literacy;

(iv) most facilities offering adult literacy classes were being manned by untrained facilitators and volunteers who were not teachers without relevant competences and skills to effectively and efficiently manage literacy classes; in addition, most facilitators were not
entitled to a salary resulting in them being demotivated and, therefore, further compromising the quality of adult literacy education; and

(v) the above reasons coupled with the absence of infrastructure and educational materials was forcing determined adults to go into the formal school system while discouraging the majority from improving themselves.

Committee’s Observations and Recommendations

10. Your Committee while observing that there was a draft Policy on Young and Adult Literacy recommends that the finalisation of the policy document should be expedited in order for it to provide guidance to adult literacy. Your Committee also observes that the Ministry of Education is only visible during World Literacy days.

Your Committee recommends that in order for the targets on adult literacy to be achieved, there is need for Government to spearhead continuous mass literacy campaigns. It also recommends that resources should be made available for adult literacy programmes.

PART II

LOCAL TOURS – NYIMBA, KATETE, CHIPATA AND CHADIZA

Your Committee undertook tours in four districts in the Eastern Province to have an on-the-spot check of adult literacy classes.

NYIMBA

Daniele Literacy Class

11. Your Committee was informed that there were three adult literacy sub-centres in Nyimba. There was Vizimumba/Chipembe sub-centre with four classes and a total of 79 learners; Mtiliza sub-centre with nine literacy classes and a total of over 156 learners; and Hofmeyr sub-centre with two classes and 29 learners.

Your Committee toured Daniele literacy class in Hofmeyr sub-centre which had 20 learners. The learners were met under a tree where the literacy classes were conducted. Your Committee learnt that the class experienced the following challenges:

(i) there was no shelter and the class was held in open air without furniture resulting in learners sitting on the ground;
(ii) the instructors were not paid resulting in them diverting some of their time from classes to other income earnings activities;

(iii) the instructor had no accommodation within the area; and

(iv) the functional literacy such as “Limani Nshawa” was only based on theory as there were no tools and seeds to do practicals.

A class being conducted under a mango tree at Daniele Literacy class in Nyimba

KATETE

Katete Central Literacy Class

12. Your Committee was informed that the Commonwealth of Learning Literacy (COLLIT) started implementing literacy activities in Katete in 2001 with funding from the United Kingdom’s Department for International Development (DFID). The project had produced literacy material called “Mvelani” which focused on HIV/AIDS, malaria and diarrhoea diseases. Since inception in 2001, 560 learners had successfully completed their two years of adult literacy classes. At the District, learners had been trained in computer use.

Your Committee was informed that the other stakeholder offering literacy classes was the Lutheran World Federation with 39 classes and 1,666 learners.

Your Committee observed learners at Katete Central literacy class. It was informed that the centre was also a centre for pilot material production together with Monze and Kabwe. It
produced learning materials for the rest of the province. In this regard, DFID had trained book
writers whose focus was health education and work related literacy. The centre had been
furnished with material production equipment.

Your Committee learnt that Katete Central Literacy class faced the following challenges:

(i) there was no remuneration for instructors;
(ii) the allowance for instructors which was K1,000 per session was inadequate;
(iii) there was a lack of transport for instructors who covered long distances to teach;
(iv) there was insufficient infrastructure and furniture for the classes;
(v) the materials production machines had broken down and only 1 out of 3 computers was
    working; and
(vi) there was a general lack of resources including books.

A class being conducted at Katete Central Literacy class
Your Committee toured Kanyanja Adult Learning Centre and found that the community was in the process of building a classroom block from K10m grant aid from Ministry of Community Development and Social Services. In the meantime, the learners were using a community school classroom for learning.

Your Committee was informed that the Kanyanja Adult Learning Centre faced the following challenges:

(i) there was a lack of accommodation for instructors;
(ii) there was a lack of variety in learning materials as learners only exposed to “Mvelani” and “Limani Nshawa”;
(iii) there was a general lack of teaching tools and aids;
(iv) there was no furniture;
(v) the community lacked grinding mills in the area resulting in learners spending an entire
day away having maize ground and therefore missing classes; and

(vi) learners with poor sight had no access to opticians to obtain glasses.

Lunkhwakwa Community Literacy Class

Your Committee also visited Lunkhwakwa Community Literacy class which had commenced
construction of a learning centre with K10m grant aid from the Ministry of Community
Development and Social Services. The community was in the process of retiring receipts for the
K10m in order for them to access further funding to complete the building. The centre had 28
learners, all women and it had also started a pre-school class for 43 children in the community.
Additionally, it had 2 pigs and a garden as an income generating project.

Your Committee learnt that the Lunkhwakwa Community Literacy class faced the following
challenges:

(i) there was no remuneration for instructors;

(ii) there was a lack of educational materials as the centre depended on borrowing books
from the neighbouring school of Walela;

(iii) there was inadequate infrastructure for learning; and

(iv) there was no training for instructors.
The community classes currently being used by literacy learners

A learning centre being constructed by Lunkhwakwa Literacy group
CHADIZA

Madaliso Learning Centre

14. Your Committee toured an adult literacy class for Madaliso Learning Centre which was being conducted at Kapachi Basic School. It heard that the focus was on reading and writing and the imparting of three skills in sewing, weaving and carpentry.

Your Committee was informed that the Madaliso Learning Centre faced the following challenges:

(i) there was no remuneration for instructors;
(ii) there was no designated classroom infrastructure; and
(iii) there were no tools/seeds for practicals - Limani Nshawa.

Committee’s Observations and Recommendations

15. Arising from the tour of the four Districts, your Committee makes the following observations:
(i) generally there is lack of infrastructure and furniture for adult literacy classes;

(ii) there is no remuneration for instructors teaching adult literacy classes and that the allowance of K1,000 per session being paid is highly inadequate;

(iii) there is inadequate learning materials such as chalk and books and that there is a limited range and variety of books available;

(iv) though learners are learning functional literacy, the lessons are only theoretical as there are no implements to put into practice what is learnt;

(v) there is no standard for instructors and that qualifications for instructors who are mostly volunteers vary from grade 4 to grade 12;

(vi) instructors have no accommodation and lack transport and have to travel long distances to class;

(vii) there is no electricity in most of the centres;

(viii) there was very few men in most of the learning centres as they shunned the literacy classes; and

(ix) some areas have high levels of illiteracy due to traditional practices of initiation and early marriages.

In this regard, your Committee recommends that:

(i) the Government should expedite the development of the policy on adult literacy as this will guide all players in adult literacy;

(ii) the Government should develop a clear policy on infrastructure and furniture provision for adult literacy classes;

(iii) Government should establish standards for instructors in order to have quality adult literacy, and provide for the training of instructors and for the re-training of those currently teaching;

(iv) the allowance should be increased in order to motivate instructors and there is need to provide accommodation and transport for the instructors;

(v) Katete Central Literacy class should be facilitated to develop more learning materials for the province;

(vi) Government should establish mechanisms for providing adequate implements;

(vii) there is need for massive sensitisation programmes encouraging people to attend adult literacy classes; and

(viii) there is need to sensitise communities to change attitudes of the male populace to encourage them to attend adult literacy classes.
PART III

FOREIGN TOUR - BOTSWANA

Courtesy call on Honourable Madam Speaker of the Parliament of Botswana

16. Your Committee on arrival in Botswana paid a courtesy call on Honourable Madam Speaker, Dr Margaret N Nasha.

Chairperson of the Committee Mr D M Syakalima, MP being presented with a gift by Honourable Madam Speaker, Dr Margaret N Nasha
Members of the Committee and a member of staff with the Honourable Deputy Speaker of Botswana (third from right) outside the Botswana National Assembly

 Courtesy call on the Minister of Education

The Chairperson making a point to the Assistant Minister of Education and Skills Development Honourable K Rakhudu, MP
17. Your Committee paid a courtesy call on Honourable the Minister of Education and Skills Development who was represented by the Assistant Minister.

The Minister informed your Committee that historically Botswana had been lagging behind in adult literacy and that everything had been started from scratch at independence in 1966. In this regard, when other African countries were talking about the need for a skilled work force, Botswana was grappling with an illiterate population. The Department of Non Formal Education was created to move people from a state of complete illiteracy to some measure of literacy which was wholesome.

Botswana has successfully reached an average literacy rate of 81%. Adult literacy was referred to as “out of school education” as it included adults as well as 11%-15% of children who had either missed out on the opportunity to go to school or who had dropped out of the school system. Your Committee heard that this type of education was conducted side by side with the formal school system so that those who wanted to go into the formal school system could do so easily. It learnt that 30% of the national budget went to education. It further learnt that education was free for the first 7 years of schooling apart from indirect costs like uniform and that for junior secondary up to upper secondary school parents who earned less than 1,200 Pula were excluded from paying school fees. All those who earned more paid 7% of the cost. The Minister stated that Botswana was already ahead in education long before the Millennium Development Goals on education were set.

Visit to the Department of Out of School Education and Training

18. Your Committee was informed that previously there had been a national literacy programme whose focus was general literacy. Thereafter, issues of enhancing livelihoods were incorporated. It heard that an out of school curriculum was being developed which would be based on the needs of learners who wanted an open, flexible, and practically oriented type of learning. The curriculum would offer teaching in level 1 equivalent to Standard 1 to 2; level 2 equivalent to standard 3 to 4 and level 3 equivalent to standard 6 and 7. Your Committee heard that facilitators’ qualifications ranged from certificate to degree level with a few trained in adult literacy. It was informed that challenges included inadequate number of facilitators, unskilled manpower and general lack of resources.

The envisaged curriculum proposed a mode of assessment of 50% portfolio assessment and 50% formative assessment. Your Committee learnt that Out of School Education was under the mandate of the Ministry of Education and Skills Development but that other stakeholder ministries were involved to handle the different subjects covered under the functional literacy part such as agriculture, health, human rights, HIV/AIDS and others. It heard that these subjects were conducted as extension programmes from the various stakeholder ministries.

The Committee was further informed that the Out of School classes were attended by 66% women and 33% men because men were not interested in learning for the mere sake of learning without any form of recognition. In this regard, there would be an introduction of recognisable certification. The 1993 literacy census had revealed that 69.3% of Botswana was literate, this being 70% women and 66% men. In 2003, the literacy level for the country was 81% for women at 82% and 80% for men.
Visit to Madirelo Testing and Training Centre

19. Your Committee was informed that the Institution centered on vocational training and imparting relevant skills. It heard that the vocational training system in Botswana was similar to other SADC countries except that within the vocational training there was a policy to accommodate those who had no formal schooling. In this regard, there were strategies in place to recognize peoples’ competences, assessing and giving certification accordingly. There were three level certificate systems i.e. where an individual could enter the programme without any level of educational background as well as with grade 7 and Cambridge qualifications.

Visit to the Rural Industries Promotions Company

20. Your Committee heard that this Company was established in 1974 through the Frederick Ebert Foundation under the Ministry of Commerce and Industry. It was subsequently transferred to the Ministry of Science and Technology in 2002. It learnt that the rationale for its establishment was to introduce rural development to the predominantly pastoral Tswana people. The Managing Director explained that the Company was initially small dealing with appropriate technologies, but that it had grown and was supporting industrial activities in the country.

The Company offered courses to people with no formal schooling or prior learning. The learning was in various course including baking, tanning, fabric printing and dyeing as well as use of renewable energy. The objective was to empower the local people with skills to be self employed and economically self sustaining.

Your Committee toured the following facilities:

(i) bakery;
(ii) sewing and patchwork;
(iii) fabric printing and dyeing;
(iv) renewable energy;
(v) Blacksmith;
(vi) Tannery;
(vii) Leatherworks; and
(viii) Central stores.
The homemade oven for baking that all learners were taught to construct.

Sewing and patchwork.
Fabric printing and dyeing

Renewable solar energy using mirrors to generate 600º of heat energy
Visit to Ramostwa Thuto Boswa Centre

21. The Director for the Centre briefed your Committee that the Centre catered for physically and mentally disabled people aged between sixteen and thirty-five years old. It was focused on teaching students to work with their hands but it also taught them how to read and write.

Courtesy Call on His Excellency the High Commissioner to Botswana

22. Your Committee paid a courtesy call on His Excellency Mr A Musakabantu, High Commissioner to Botswana.

Committee’s Observations and Recommendations

23. Your Committee observes that:

(i) in Botswana literacy programmes are seriously in place and that all measures are practical;

(ii) the Out of School programme is well defined whilst overall budget of education is 30% of the national budget;

(iii) from the figures Botswana is set to meet both the MDGs and the EFA goals – out of which they have already met most if not all MDGs; and
in Botswana the vocational school system has a deliberate policy to enrol and certify people with no formal schooling in order to recognize their competences and skills.

Your Committee recommends that:

(i) there should be increased funding by the Zambian Government in the overall education sector so that part of this is given to adult literacy;

(ii) structures for adult literacy should be well defined;

(iii) Zambia must move fast in meeting the MDGs as well as the EFA; and

(iv) Zambia should emulate the Botswana model in including people with no formal schooling in the vocational training area so that they can be certified and recognized for their practical skills and competences.

PART IV

CONSIDERATION OF THE ACTION-TAKEN REPORT OF THE COMMITTEES’ REPORT FOR 2009

Regulation of Institutions of Learning

24. Your previous Committee had recommended that the Government should expeditiously come up with a comprehensive policy, guidelines and regulations on the construction of infrastructure of a certain minimum before universities could be allowed to operate.

Your Committee was informed that Government, through the Ministry of Education, had constituted a special committee to look at development and regulations to ensure that there is compliance to regulations, quality assurance and overall management of universities. Once the committee concludes its findings and recommendations your Committee’s concern shall be addressed.

Your Committee wishes to be informed on the progress made in coming up with the comprehensive policy, guidelines and regulations.
25. Your previous Committee had recommended that the Government should increase resources to basic schools to ensure that pupils access quality education by having the required facilities such as well equipped laboratories and qualified teachers. Your Committee was informed that, in the 2010 Budget, an amount of K3 billion had been set aside for the purpose of procuring teaching and learning materials for the production of improved mobile laboratories which would be distributed to more schools.

In noting the submission, your Committee feels that the amount of K3 billion is negligible. It recommends that Government should increase the amount if the impact is to be felt. It further wishes to be availed with a report on what has been procured so far.

26. Your previous Committee had recommended that the Government should train more teachers of science as well as build more secondary schools.

Your Committee was informed that Government, through the Ministry of Education, has transformed Mufulira College of Education to offer Diploma courses for mathematics and science. It is hoped that this arrangement would help increase the output and competence of science and mathematics teachers for grades 8 and 9. Furthermore, the Ministry of Education was scaling up to all provinces, the School-Based Lesson Study approach as a way of improving teaching methodologies and competences.

Your Committee in noting the submission urges Government to train science and mathematics teachers for grades 10, 11 and 12. It awaits progress report.

27. Your previous Committee had recommended that the Government should take affirmative action of rewarding science teachers in the same way as the rural hardship allowance was awarded.

Your Committee was informed that much as this suggestion might appear plausible, however, rewarding of science teachers currently could not be sustained because of budgetary constraints.

Your Committee in noting the submission recommends that Government should give some form of incentive to science teachers as a way of attracting them to remain in the teaching profession.
Linkages between Training and Industry

28. Your previous Committee had recommended that there should be liaison among the ministries involved in ensuring that there were strong linkages between training and industry.

Your Committee was informed that the Ministry of Science, Technology and Vocational Training hosts an Inter-Ministerial Committee which meets quarterly to consider and discuss matters of Technical Education, Vocational and Entrepreneurship Training policy and sector co-ordination. The Inter-Ministerial Committee consists of the Technical Committee comprising Technocrats dealing with matters of Technical Education, Vacation and Entrepreneurship Training and an Inter-Ministerial Committee of Permanent Secretaries.

The current composition of the Inter-Ministerial Committee is drawn from the following Ministries:

(i) Ministry of Education;
(ii) Ministry of Community Development and Social Services;
(iii) Ministry of Labour and Social Security;
(iv) Ministry of Sport, Youth and Child Development;
(v) Ministry of Tourism, Environment and Natural Resources; and

The representation of the committee is based on ministries implementing various aspects of TEVET. However, other ministries such as the ministry of Home Affairs could be incorporated on this committee to ensure that these ministries contribute and appreciate the importance of this committee. Noting the concerns of your Committee on the absence of collaboration between line ministries, the Ministry would take measures to make the Inter-Ministerial Committee more effective to strengthen linkages. This would involve increasing the frequency of meetings as well as restructuring the business of the committee to incorporate issues of training and industry. Furthermore, efforts would be made to ensure joint programmes were developed and implemented.

Your Committee recommends that the Ministry of Mines should be part of the Inter-Ministerial Committee as they play an important role in employing those trained by TEVET.

(ii) Your previous Committee had recommended that the Citizen’s Economic Empowerment Fund should, like its counterpart, the Constituency Development Fund, be decentralised to make it accessible to the most needy.
Your Committee was informed that currently the Citizens Economic Empowerment Fund was allocated in and available to each Province. Forty percent of the amount allocated to each Province was targeted at the women, the youth, the disabled and those living with HIV/AIDS. Each Province now had a CEEC coordinator who received all the applications and did the verification of these applications. The additional role of the coordinator was also to identify projects which had an impact on the community in a district.

Your Committee is not satisfied with the answer. It emphasises the importance of decentralising up to district level. This way the CEEC will be accessible to the needy. As it is, the impact has not been felt. It awaits progress report on the decentralisation of the fund.

TOURS

Mulungushi University, Kabwe

29. Your previous Committee had observed that infrastructure development and management at the institution were commendable. Its only concern was the user fees which the institution was charging which it felt was beyond the reach of the average Zambian. In this regard, your Committee had urged the Government to expedite the study on the unit cost of producing a graduate so that there is clarity on fees charged by public universities to ensure that these were not too high.

Regarding the unit cost of producing a university graduate, your Committee was informed that the Consultant who was hired to work out the unit cost was currently finalising the inception report, and it was hoped that the report would be submitted before the end of the first quarter of the year 2010.

Your Committee would like to be availed progress report on the consultant’s report.

Copperbelt College of Education, Kitwe

30. Your previous Committee had urged the Government to speedily put the necessary legal framework as well as the necessary infrastructure in place before the 'conversion' to a university college could really take place.

Your Committee was informed that the process of building additional and renovating existing infrastructure had began. It was hoped that once the works were completed the outlook of the institutions would be brought to acceptable levels. Furthermore, the college had not yet been transformed into a university college because there was no legal framework yet. However, the college had began offering degree programmes using the existing affiliation status because there was a provision under the University Act for affiliate colleges to introduce new programmes that were approved by the senate.
Copperbelt College of Education had sufficient number of qualified staff whose capacity to handle degree programmes would be improved through upgrading courses.

Your Committee awaits information on the progress made on the renovation works.

Nkrumah College of Education, Kabwe

31. Your previous Committee had observed that the situation of Nkrumah was similar to that of Copperbelt College of Education. There was no legal framework to back the conversion of this college. Further, your Committee was worried that both colleges have enrolled students in the absence of qualified teachers, thereby risking producing ill qualified people.

In this regard, your Committee states that until the Government has put in place the necessary legal framework and corresponding facilities in terms of infrastructure and staff, the "conversion" into university colleges remains a fallacy, and urges the Government to speedily put the necessary legal framework as well as the necessary infrastructure in place. Your Committee was informed that the process of building additional and renovating existing infrastructure had began. It was hoped that once the works were completed the outlook of the institutions would be brought to acceptable levels. Furthermore, the college had not yet been transformed into university college because there was no legal framework yet. However, the college had began offering degree programmes using the existing affiliation status because there was a provision under the University Act for affiliate colleges to introduce new programmes that were approved by the senate.

In noting the submission your Committee awaits information on the progress made on the renovation works as well as progress on recruiting qualified staff.

PART V

CONSIDERATION OF THE ACTION TAKEN-REPORT OF THE COMMITTEE'S REPORT FOR 2008

University Education in Zambia

32. Your previous Committee had observed that the lack of adequate funding was the principal factor to the problems at the University of Zambia and the Copperbelt University. It had observed further that there was lack of cost sharing between the Government and students and that students had taken it for granted the K300, 000 meal allowance was an entitlement to cover all feeding requirements. It also noted that the administration of the bursaries scheme was not based on vulnerability, but that it was paid across the board to students. It was surprised that the University of Zambia had no audited reports since 1997, a situation that was illegal.
It was equally dismayed at Government's response indicating that they did not know the cost of producing a university graduate when they award bursaries to university students. It wishes to be availed a time-frame in which the Consultant would come up with a unit cost for producing a university graduate, and in this regard, urges the Government to expedite the process.

Your Committee was informed that the unit cost of producing a university graduate was not yet known because the Consultant who was contracted to work out the unit cost was currently finalising the inception report, and it was hoped that the report would be submitted before the end of the first quarter of the year 2010. The study on the unit cost of producing a graduate would be essential in facilitating effective planning for the public Universities as the real cost implications of training would be clarified. The study would also give information on how much institutions should receive as funding so that the consequences of under-funding or over-funding are highlighted.

The findings of the study would be critical also to technical training institutions as the costs for structure for university education in engineering courses were in most respects fairly similar to those in technical training colleges.

The Ministry of Science, Technology and Vocational Training under the TEVET Financing Strategy, had introduced the concept of unit cost of training a graduate in their institution and this cost was being considered in the funding formula to the institution. There was, however, room for improvement in this area especially with regard to ensuring that the determined costs were calculated on an objective basis.

Your Committee was concerned that the unit cost of training a graduate is not known. It recommends that the Consultant’s report be completed expeditiously. It also strongly recommends that the University of Zambia should be audited without any further delay.

Tour of University of Zambia and Ridgeway Campus

33. Your previous Committee had sought clarity on the actual programme and investment by the Government towards the construction of students' hostels outside the cooperating partners and Private Public Partnerships.

Your previous Committee had also stated that it was tired of the perennial strikes at the university, were of the view that the university was dependent on the Government, and as such, the Government should sit with the University Council to work out conditions for lecturers.

Your Committee was informed that in 2009, Government allocated K10 billion for Infrastructure Development both at the University of Zambia Great East Road Campus and Ridgeway Campus. The money was meant for the construction and rehabilitation of the two institutions.

In 2010, Government had allocated 10 billion Kwacha for additional infrastructure at both University of Zambia Great East Road Campus and Ridgeway Campus. This was to expand the infrastructure at the University as was noted by your Committee.
The University of Zambia in consultation with Government was continuously striving to improve conditions of service for its staff. However, with the huge debt burden which stood at K204 billion for statutory obligations and K226 billion for contractual obligations, as of October 2009, it had been difficult for the University to substantially improve conditions of service. The debt burden had arisen because the income of the University (GRZ Grant, Tuition Fees, others) was far below the demand on expenditure, year in year out. This resulted in certain obligations not being met.

In order to meet the demands of the institution in the most effective and economical manner, a proposal to put the University on a sustainable path for the period 2010 - 2015, was developed in September 2009 and submitted to Government through the Ministry of Education. The proposal recommended intervention both from Government and the University of Zambia that need to be put in place to improve the revenue base of the institution. Once implemented, the University would be able to meet its obligations and substantially improve conditions of service for its staff.

Your Committee would like to be availed with a break-down of how the money was used and how much was allocated to University of Zambia and Ridgeway campus respectively. It also recommends that the debt of K204 billion for statutory obligations and K226 billion for contractual obligations should be addressed. Your Committee also wishes to be informed of the progress made in implementation of the proposed measures.

Public Hearings

34. Your previous Committee had urged the Government to move quickly in establishing this Authority and give it the necessary legal backing.

Your Committee was informed that the Ministry had constituted a committee of experts to incorporate the higher education authority into the Education Act which would be presented to Parliament during mid year sitting of the House.

Your Committee wishes to be informed of the definite time the Education Bill will be brought before Parliament. It awaits a progress report.

Funding for Research

35. Your previous Committee had urged the Government to have a deliberate policy of directly funding research separately and adequately.

Your Committee was informed that the Ministry of Education was in the process of signing a Memorandum of Understanding with the Kingdom of the Netherlands to undertake a programme outline by the Netherlands initiative for Capacity Development for Higher Education which would target, among other things, capacity building in research and networking. This programme would also help to mobilise funds for research work.
Your Committee wishes to be availed progress report on the signing of the Memorandum of Understanding.

Certification of Private Schools

36. Your previous Committee had urged the Government to regulate, inspect and monitor all such schools with a view to eventually closing those that did not meet the standards.

Your Committee was informed that regulatory measures were in place. Private Schools were inspected every year by Standards Officers to ensure compliance. Furthermore, the Ministry of Education was currently working on establishing the Higher Education Authority that would monitor Private Learning Institutions.

Your Committee wishes to be informed of the progress made in establishing the Higher Education Authority.

Education for All Plan

37. Your previous Committee had requested for a progress report on how far Zambia had gone in meeting the targets for Education for All as well as the Millennium Development Goal on Education, and urged the Government to have adequate school infrastructure in a good proximity to school-going children if the issue of compulsory education was to be meaningful.

Your Committee was informed that Government had made significant progress in this area of Education for all and the Millennium Development Goal with the notable achievements set out hereunder.

(i) Millennium Development Goals

Goal 2: Achieve Universal Primary Education by 2015
—Target 2A: By 2015, all children can complete a full course of primary schooling, girls and boys.

Goal 3: Promote gender equality and empower women
—Target 3A: Eliminate gender disparity in primary and secondary education preferably by 2005, and at all levels by 2015.

(ii) Education For All Goals (EFA)

Goal 1: Expand early childhood care and education- expanding and improving comprehensive early childhood care and education, especially for the vulnerable and disadvantaged children.
Goal 2: Provide Free and Compulsory Basic Education for all by 2015 - ensuring by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory education of good quality.

Goal 3: Promote learning and life skills for young people and adults - ensuring that the learning needs of all young adults are met through equitable access to appropriate learning and life skills programmes.

Goal 4: Increase adult literacy by 50 per cent - achieving a 50 percent improvement in the levels of adult literacy by 2015, especially for women, and equitable access to and achievement in basic education of good quality.

Goal 5: Achieve gender parity by 2005, under equality by 2015 – eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with focus on ensuring girls' full and equal access to and achievement in basic education of good quality.

Goal 6: Improve the quality of education - improving all aspect of quality education and ensuring excellence Where Zambia is in relation to the pursuit of Millennium Development Goals.

(iii) Universal Primary Education

In 2008, the total enrolment for Grades 1-7 stood at 2,909,436. A recent quantitative impact evaluation of education in Zambia in the period 2000-2007 had shown that enrolment in grades 1-7 increased by 67 percent from 1.6 million pupils in 2000 to 2.8 million in 2007. The completion rate at grade 7 is now 91 percent. This suggested that Zambia was on track to meet the MDG of universal primary completion by 2015.

Substantial improvements in access and participation had been as a result of the declaration of free basic education, by Government in 2002. However, education in Zambia was yet to be declared compulsory.
Zambia had over the time demonstrated consistent gender equality at the Grade 1 entrance level on the overall. In 2008 for Grades 1-7, for every 50 male learners there were 49 females. Since the target year was 2005, as a country, Zambia is slightly off the mark, but within acceptable tolerance due to huge disparities in predominantly rural places. For secondary education there were 10 percent more males than females. Therefore, unless radical measures were undertaken, this goal was not in sight for Zambia at this level.
WHERE ZAMBIA IS IN PURSUIT OF EDUCATION FOR ALL GOALS

(i) Early Childhood Care, Development and Education

The Government was streamlining the provision of Early Childhood Care, Development and Education by consolidating co-ordination through the formulation of a strong policy framework. It was envisaged that after the formulation of this policy framework, for the first time in the history of Zambia, ECCDE would be accessible even to the disadvantaged in society and the rural poor.

(ii) Universal Access and Completion of Free Basic Education by 2015

This goal was attainable for Zambia with a proviso that all children aged 7 and above got into the formal schooling system from 2008 onward. Therefore, in 2008, Government introduced the policy of enrolling all children aged 7 and above without any preconditions. Current levels of participation for those who were of the official age group stood at 102.6 percent and 104.7 percent for Grades 1-7 and Grades 1-9 respectively. This was above the figures that were projected in 2005 as data in figure 3 shows. Further, in 2008, completion rates were 94.71 percent, 48.99 percent, and 21.96 percent after Grades 7, 9 and 12 respectively. Similarly for Grade 7 the completion rate was higher than what was projected in 2005 while those for Grades 9 and 12 were lower.
(iii) Life Skills

The current curriculum reforms taking place in the Education Sector were aimed at changing the education system from one that was monolithic, lacks diversity and focuses on academic attainment to one that is diversified and integrates life skills.

(iv) Adult Literacy

The Government was currently formulating a policy framework for adult literacy which among other things would defragment its provision. Estimated illiteracy rates stood at 30 percent in 2008 and at the worst these were projected to reduce to 15 percent, with moderate projection reducing illiteracy to 10 percent while the most optimistic anticipation was to reduce it to 7.5 percent by 2015.

(v) Gender Equality

For Grades 1-7, there was almost near gender parity, although there were mixed "fortunes". In predominantly urban provinces, gender disparities had been emerging in favour of girls since 2000, while there had been a general reduction in gender disparities for the predominantly rural provinces.
(vi) Quality

There had been mixed evidence of improved levels of learning achievement based on the results of the National Assessment and other similar efforts. Empirical evidence indicates that exponential increases in enrolments over the past 8 years have had no adverse impact on the quality of education being provided. There is, however, need for empirical assessment of the levels of learning achievement in particular and quality of education in general.

Your Committee in noting the submission requests that the information required should be the actual figures of progression in simple tables from 2002 to date. It awaits the progress report.

Review of 1966 Education Act

38. Your previous Committee had recommended that the Government should expedite the enactment of the new Education Bill by Parliament.

The Executive responded that the draft Education Bill was being refined and would be submitted to Parliament during the 2009 Session. It has requested for a progress on the matter.

Your Committee was informed that Government wished to amend the 1966 Education Act in order to include the new trends that had affected the provision of education, and among the key areas included, were enforcing adherence of standards, regulations and the recognition of Community Schools.

However, it was later recommended by a special committee that was tasked to develop the Higher Education Authority and National Qualification Authority that they also be included in the Act. The inclusion of the above had delayed the process of amending the 1966 Education Act.

Your Committee wishes to be informed when the piece of legislation will be brought before Parliament.

Early Childhood Learning

39. Your previous Committee had urged the Government, through the Ministry of Education, to develop the ECCDE Curriculum and establish co-ordination mechanisms for the provision of ECCDE at all levels of the education sector expeditiously.

Your Committee was informed that the following had been the progress in the implementation of Early Childhood Care Development and Education in Zambia:

2007 Development of Child Development Assessment Tool of Zambia;
2007 Longitudinal Study;

2008 Development of ECCDE/IEC material;

2009 Two Ministry of Education officers currently on training in ECD with ECDVU;

2009 Development of ECCDE Curriculum Framework; and


The activities above were funded by Ministry of Education and NICEF.

In 2009, Ministry of Education in conjunction with the Ministry of Science and Vocational Technology/Technical Education/ and Entrepreneurship Training Authority conducted an exhibition of ECCDE Teaching/Learning and playing materials.

Your Committee requests for a progress report on the matter.

**Special Education**

40. Your previous Committee had requested that the Government, through the Ministry of Education, to develop the ECCDE Curriculum and establish co-ordination mechanisms for the provision of ECCDE at all levels of the education sector. It is hoped that resources will be made available to the ECCDE once the ECCDE curriculum is developed. Your Committee had requested for a progress on the matter.

Your Committee was informed that the Ministry had received the inception report for the design of Munali Centre of Excellence. The report was being studied.

Your Committee requests for a progress report on the matter.

**Rural Hardship Allowance**

41. Your previous Committee had requested for a progress on the matter.

Your Committee was informed that the Secretary to the Cabinet had appointed a Joint Technical Committee to re-define the rural hardship and remote hardship stations and the eligibility criteria. At the moment, the Joint Technical Committee was still working on the report which would be submitted to the Secretary to Cabinet for consideration.

Your Committee wishes to be availed progress report on the matter.
Conclusion

42. In conclusion, your Committee wishes to express its gratitude to you, Mr Speaker, and the Office of the Clerk of the National Assembly for the support rendered to it since the inception of your Committee.

It is indebted to all witnesses who appeared before it for their co-operation in providing the necessary memoranda and briefs. Your Committee is hopeful that the observations and recommendations contained in this report will go a long way in improving the Education, Science, Technology and Vocation sectors in Zambia.

June 2010
LUSAKA

D M Syakalima, MP
CHAIRPERSON