



REPUBLIC OF ZAMBIA



REPORT OF THE

COMMITTEE ON EDUCATION, SCIENCE AND TECHNOLOGY

FOR THE

THIRD SESSION OF THE TWELFTH NATIONAL ASSEMBLY

Printed by the National Assembly of Zambia

REPORT

OF THE

COMMITTEE ON EDUCATION, SCIENCE AND TECHNOLOGY

FOR THE

THIRD SESSION OF THE TWELFTH NATIONAL ASSEMBLY

TABLE OF CONTENTS

No	Paragraph	Page
1.0	Composition of the Committee	1
2.0	Functions of the Committee	1
3.0	Meetings of the Committee	2
4.0	Programme of Work	2
5.0	Procedure adopted by the Committee	2
6.0	Arrangement of the Report	2

PART I

CONSIDERATION OF THE TOPICAL ISSUES

7.0	Topic 1: The Teaching of Computer Studies in Zambian Schools	2
7.1	Background	2
7.2	Policy and Legal Framework	4
7.3	Measures instituted to enhance the teaching of Computer Studies	5
7.4	Progress made in the teaching of Computer Studies	7
7.5	The Role played by Non-State Actors	10
7.6	Challenges faced in the teaching of Computer Studies	12
7.7	Local Tour	14
7.8	Committee's Observations and Recommendations	15
8.0	Topic 2: A Study on the Provision of Quality Higher Education	17
8.1	Background	17
8.2	Policy and Legal Frame	18
	8.2.1 Key Policies implemented in the Education Sector	18
	8.2.2 Key pieces of Legislation in Provision of Quality Higher Education	19
8.3	The Role of the Higher Education Authority	21
8.4	Progress made in ensuring Quality Assurance in Higher Education	22
8.5	Challenges faced in promotion of Quality Higher Education	23
8.6	Local Tour	25
8.7	Committee's Observations and Recommendations	31

PART II

9.0	Consideration of the Action – Taken Report on the report of the Committee on Education, Science and Technology for the Second Session of the Twelfth National Assembly	33
10.0	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	39
11.0	Consideration of the Action – Taken Report on the report of the Committee on Education, Science and Technology for the Fifth Session of the Eleventh National Assembly	45
12.0	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	46
13.0	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	47
14.0	Conclusion	48
	Appendix I – List of National Assembly Officials	50

REPORT OF THE COMMITTEE ON EDUCATION, SCIENCE AND TECHNOLOGY FOR THE THIRD SESSION OF THE TWELFTH NATIONAL ASSEMBLY

1.0 Membership of the Committee

The Committee consisted 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 M Mutelo, MP.

The Honourable Mr Speaker
National Assembly
Parliament Buildings
LUSAKA

Sir

The Committee has the honour to present its Report for the Third Session of the Twelfth National Assembly.

2.0 Functions of the Committee

The functions of the 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 its 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 its 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 its portfolio 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.

3.0 Meetings of the Committee

The Committee held fifteen meetings to consider the two topical issues for the Third Session of the Twelfth National Assembly.

3.0 Programme of Work

At the Committee's first meeting that was held on Thursday, 24th September, 2018, the Committee considered and adopted the programme of work as set out below.

- (a) Consideration of the Action-Taken Report on the Committee's Report for the Second Session of the Twelfth National Assembly.
- (b) The Teaching of Computer Studies in Zambian Schools.
- (c) A Study on the provision of Quality Higher Education in Zambia
- (d) Consideration and adoption of the draft report.

4.0 Procedure Adopted by the Committee

The Committee requested detailed written 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.

6.0 Arrangement of the Report

The Report of the Committee is in two parts. Part I deals with the topical issues deliberated on by the Committee and the tours undertaken while Part II deals with the Action - Taken Report and the conclusion of the Report.

PART I

CONSIDERATION OF TOPICAL ISSUES

The findings of the Committee on the two topical issues are presented hereunder.

7.0 TOPIC 1: THE TEACHING OF COMPUTER STUDIES IN ZAMBIAN SCHOOLS

7.1 Background

Computer Studies was first introduced as a subject in Zambian secondary schools in 1998. At that time, the subject was optional and only schools with the necessary Information and Communications Technology (ICT) infrastructure were encouraged to offer computer studies. The provision of computer lessons was led by private schools which could afford ICT infrastructure compared to public schools. After a curriculum review in 2013 and 2015, Computer Studies was introduced as a compulsory subject at junior secondary school while new topics were introduced into the Grade 12 curriculum.

During examination of Computer Studies in 2015 and 2016, it was however, noticed that the examination for computer studies which was designed to be conducted in one day took several days. In some instances, the learners were subjected to examinations at night time just to ensure that they managed to sit the Computer Studies examination. This unfortunate experience was necessitated by a number of factors that included lack of adequate computers to be used for practical examinations; and the lack of electricity power supply in some instances to connect computers in order for them to be operational. While Computer Studies was declared a compulsory subject, there appeared to be a number of challenges that made it difficult for the subject to be taught in all schools as a compulsory subject. It was against this background that the Committee resolved to undertake a study on the Teaching of Computer Studies in Zambian schools.

Objectives

The objectives of the study were to:

- (i) understand the adequacy of the policy and legal framework regarding the teaching of computer studies in Zambian Schools;
- (ii) appreciate the measures that the Government had put in place to enhance the teaching of computer studies in schools;
- (iii) ascertain the progress made in teaching of computer studies in schools;
- (iv) appreciate the role that non-state actors play in enhancing the teaching of computer studies in schools;
- (v) establish the challenges that were faced in the teaching of computer studies in schools; and
- (vi) make recommendations to the Executive on the way forward with regard to the teaching of computer studies in schools.

Stakeholders

The following institutions made written and oral submissions to the Committee on the topical issue:

- (i) Zambia National Union of Teachers (ZNUT);
- (ii) Plan International Zambia;
- (iii) iSchool;
- (iv) Zambia Open Community Schools (ZOCS);
- (v) Zambia National Education Coalition (ZANEC);
- (vi) MTN Mobile Service Provider;
- (vii) Zamtel;
- (viii) National Science and Technology Council (NSTC);
- (ix) Basic Education Teachers' Union of Zambia (BETUZ);
- (x) Secondary School Teachers' Union of Zambia (SESTUZ);
- (xi) Zambia Institute for Policy Analysis and Research (ZIPAR);
- (xii) Common Grounds Network;
- (xiii) University of Zambia;

- (xiv) Ministry of Transport and Communications;
- (xv) Zambia Information and Communication Technology Authority (ZICTA);
- (xvi) Ministry of Energy;
- (xvii) Rural Electrification Authority (REA);
- (xiii) Teaching Council of Zambia (TCZ);
- (xix) Examinations Council of Zambia (ECZ);
- (xx) Curriculum Development Centre (CDC);
- (xxi) Ministry of General Education; and
- (xxii) Ministry of Higher Education.

SUMMARY OF SUBMISSIONS FROM STAKEHOLDERS

7.2 POLICY AND LEGAL FRAMEWORK GOVERNING ICT ENHANCEMENT AND THE TEACHING OF COMPUTER STUDIES IN ZAMBIAN SCHOOLS

The Committee was informed that the Government, through the Ministry of General Education, had not finalised the draft Education ICT Policy. The policy was meant to guide the implementation plan of teaching computer studies, especially on the declaration of computer studies as a compulsory subject and the need to supply computers and power sources to all schools. The policy would also provide workable guidelines, since not all schools had computer laboratory infrastructure. The Committee heard that in the absence of the draft Education ICT Policy, there were three main documents that informed the teaching of computer studies in Zambian schools. These were the National Science and Technology Policy of 2006; the Zambia Education Curriculum Framework of 2013; and the *Education Act, No. 23 of 2011*.

(i) The National Science and Technology Policy of 2006.

This National Science and Technology Policy envisaged that ICTs could aid in the eradication of poverty, achieve universal primary education and promote gender equality and empowerment of women in line with Zambia's commitment to the Millennium Development Goals at that time. The Committee heard that the document was inadequate because it did not explicitly highlight the teaching of computer studies in schools, but only gave a general perspective on the use of ICT in advancing economic and social development in Zambia. The Committee further heard that the Policy did not clearly state the need to integrate computer skills into teaching and learning processes. The Committee was informed further that the main goal of the National Science and Technology Policy was to set out the framework for Zambia's participation in the global economy and global village by bridging the information and communication technology gap that appeared to exist among many places in Zambia.

(ii) Zambia Education Curriculum Framework of 2013

The Committee heard that the Framework aimed to incorporate areas of social, economic and technological developments in the school curriculum to ensure that the education system produced a learner who could among other things, be technically literate. To

achieve that goal, the Government introduced Computer Studies as a compulsory subject at primary school level. The objective was to inculcate basic computer skills among the learners. The Committee heard however, that the new Curriculum Framework had limitations because it did not make Computer Studies a compulsory subject at senior secondary school level. Under this Framework, only students who chose the vocational pathway at senior secondary school level would take Computer Studies, despite the importance of the subject to those who chose the academic pathway where mathematics and sciences were compulsory.

(iii) The Education Act, No. 23 of 2011

The *Education Act, No. 23 of 2011* provided for a school curriculum that included all learning areas such as communication, language and literacy, knowledge and general understanding of the world (*Education Act, No. 23 of 2011*, Part IX. section 96(1) subsection (a) and Part II and IV. However, the *Education Act, No. 23 of 2011* did not address specific issues related to teaching of ICT and computer studies. It was, further, stated that the Ministry of General Education was still relying on the National ICT Policy to guide the teaching of Computer Studies, although its guide still met the challenge of classroom instructions. The Committee, however, heard that the Ministry of General Education was still working on the draft Education ICT Policy and was in the process of reviewing the *Education Act, No. 23 of 2011* in order to guide the teaching of computer studies in schools.

In March 2007, the Zambian Government launched the National Information Communication and Technology (NICT) Policy. Launching the Policy, then President Mwanawasa emphasised the need to create an innovative, market responsive, highly competitive, coordinated, and well-regulated Information and Communication Technology (ICT) industry.

7.3 MEASURES INSTITUTED BY THE GOVERNMENT TO ENHANCE THE TEACHING OF COMPUTER STUDIES IN SCHOOLS

(i) Procurement of Computers

The Committee heard that over the years, the Government had adopted a phased approach in the procurement and delivery of a number of computers to schools across the country. The donations had been done either directly through the Ministry of General Education (MOGE) or through statutory institutions such as the Zambia Information Communications Technology Authority (ZICTA), Bank of Zambia (BOZ) and other cooperating partners. According to the Ministry of General Education, in its publication report for 2017, the Government, through its cooperating partners had distributed about 14,000 computers to primary schools and about 20,872 computers to secondary schools countrywide.

(ii) Teaching of Computer Studies

The Committee was informed that in order to address the critical shortage of qualified teachers of Computer Studies in the country, the Ministry of General Education had signed a

Memorandum of Understanding (MOU) with the Zambia Information and Communication Technology Authority College (ZICTA College) in association with the University of Zambia for the training of in-service teachers in Bachelor of Information and Communication Technology with Education. The Committee heard that the in-service training at ZICTA College was a fast-track, three-year programme for which the Government paid fifty per cent of the cost while the trainee teachers paid the other fifty per cent. The Committee further heard that the Government had incorporated ICT training in the teacher training curriculum in all colleges of education. Under this arrangement, the Government through the Ministry of General Education trained over 3,000 in-service teachers in Information and Communication Technology. In the quest to increase the number of teachers to teach Computer Studies, the Government during its teacher recruitment process recruited about 1,000 ICT trained teachers in 2016.

(iii) Computer Laboratories

The Committee heard that the Government had been constructing computer laboratories using a phased approach. In the absence of the stand-alone facilities, schools were encouraged to convert existing classrooms into computer laboratories in order to facilitate the teaching of Computer Studies. The Committee was informed that the Government through Zambia Information Communication and Technological Agency (ZICTA) had been supporting the establishment of computer laboratories in both primary and secondary schools since 2012 and more than 340 schools had computer laboratories established by the year 2017.

Other interventions

The Committee heard that there were other interventions that the Government and its cooperating partners had put in place to enhance the teaching of computer studies as set out below.

- (i) The Government in collaboration with United Nations Educational, Scientific and Cultural Organization (UNESCO) was building the capacity of six staff in Curriculum Design and Development. The six staff were pursuing Master's Degrees in Curriculum Design and Development in Tanzania. The Government in collaboration with UNESCO was training teachers in ICT.
- (ii) The Government had revised the school curriculum and had made Computer Studies compulsory from grades 1 to 12. The Government had also revised and harmonised the Teacher Education Curriculum by incorporating information and communication technology (ICT) while aligning it to the school curriculum.
- (iii) The Government had transformed Copperbelt Secondary Teachers' College (COSETCO) into a University in order to train teachers of ICT, among other things.
- (iv) The Government had transformed the ZAMTEL College in Ndola into an ICT College to provide for the training for ICT teachers.
- (v) Zambia was implementing the China Funds in Trust (CFIT) and Capacity Building in Teacher Education (CapEd). The specific objective of the project was to, among other things, support the target country in enhancing the capacity of teacher training institutions.

- (vi) The Government was implementing the Bridge Project which was a collaborative effort between the Zambia National Commission for UNESCO and the Korea National Commission for UNESCO. The project supported capacity building for teachers in ICT in Mazabuka and Chongwe Districts. The project support aimed at equipping the teachers in ICT literacy for efficient and effective operations. Under this project, twenty-four teachers in Mazabuka took ICT training once a week for ten weeks, while the twenty-three teachers in Chongwe took ICT training twice a week for ten weeks.
- (vii) The Government and its cooperating partners had provided teaching and learning materials and equipment such as computers, tablets, printers and solar panels to selected schools in its efforts to enhance the teaching of ICT and Computer Studies in schools.

7.4 PROGRESS MADE IN THE TEACHING OF COMPUTER STUDIES IN SCHOOLS

The Committee heard that the Government and cooperating partners had recorded some progress in enhancing the teaching of computer studies. The Committee, further, heard that Information and Communication Technology devices such as computers, i-pads and printers were supplied to schools by either the Government or the private sector. Some of the interventions regarding progress made in the teaching of computer studies are outlined below.

- (i) The Government had established the SMART Zambia unit that was spearheading and coordinating all ICT activities in Government institutions by enhancing coordination of programmes through clear guidance from the experts.
- (ii) The Government in collaboration with-ZICTA was implementing the connection of schools or learning institutions to computer schools networking (which involve connecting a number of schools within a convenient radius to internet). Computer school networking is a project which was initiated by ZICTA in order to connect a number of schools within a convenient radius, to internet so that the schools could network in terms of material exchange and sharing. Under this initiative, a number of schools were provided with computers while some had their computer laboratories rehabilitated. In 2016, Zambia Information and Communication Technology Authority (ZICTA) donated 3, 420 computers to the Ministry of General Education which were in turn distributed countrywide to selected schools to be used for the teaching of Computer Studies. The connection of schools project also networked the computers in some schools and a number of teachers were trained in Information and Communication Technology.
- (iii) The Government, in collaboration with the United Nations Educational, Scientific and Cultural Organisation (UNESCO) through the CapEd Project, was training teachers in ICT and had developed the Teacher Professional Standards. The Department of National Standards for Education Professionals in the Ministry of General Education articulated a new vision of excellence in teaching. The standards described the performance, knowledge, skills, competencies and dispositions that professionals needed to have in order to improve their professional practice.
- (iv) The British Council had facilitated the import of duty-free equipment to Zambia through an organization called Computers for Zambian Schools Trust, a registered trust which was established by local education and ICT specialists. The project had reportedly provided 4,500 computers which reached 300 schools in Zambia.

- (v) Private organizations such as World Vision and Samsung had constructed solar powered computer laboratories in rural areas.
- (vi) The National Science Centre had been upgraded into a Directorate to provide capacity building in science, technology, engineering and mathematics (STEM). It was planned that a national maintenance and repair workshop would be established at the centre for the purpose of building capacities in the area of teaching Computer Studies in schools.
- (vii) The Government had established a learning resource centre which offered training in educational management and the integration of ICT for school managers, lecturers, and students at colleges of education.
- (viii) The Ministry of General Education, in collaboration with Zambia Information and Communication Technology Authority (ZICTA) under the ICT equipment for schools project, purchased computers for schools and colleges in order to support the ICT in Education Strategy.
- (ix) The Government had embarked on the development of e-learning content which focused on digitisation of curriculum content for schools by the Directorate of Distance Education (DODE) and the Zambia College for Distance Education (ZACODE).
- (x) The Zambia Research Network (ZAMREN) provided high-speed broadband internet infrastructure, especially for colleges and universities in order to enable the learning institutions access online materials for teaching and learning Computer Studies.
- (xi) The Government through the Ministry of General Education, was implementing the ICT Equipment Acquisition Schemes for Students, Teachers and Educators initiative. This initiative supplied equipment on credit which was to be paid for installments. The Committee heard that the installments facility enabled teachers and educators to acquire ICT equipment that supplemented Government efforts in the provision of teaching and learning materials for computer studies.
- (xii) Following a successful implementation of the Taonga Market Programme, Zambia revived the education broadcasting service which aimed to broadcast educational content to teachers, students and the community.
- (xiii) Free Software Licenses were provided and these enabled schools and high education institutions to have free access to Microsoft Corporation's operating software in order to reduce the cost of buying and using computers and
- (xiv) Efforts had been made towards integrating ICT in educational managers' training which was offered by Chalimbana University. This effort augmented the New Partnership for Africa's Development (NEPAD) e-school initiative which also provided school managers with ICT skills so as to facilitate efficient management and administration in the schools.

Following the above outlined Government efforts to enhance the teaching of Computer Studies, the Ministry of General Education publications for 2017 showed the outcomes in terms of progress that was made in the teaching of Computer Studies in Zambian schools as outlined below. The Government had distributed 14,000 computers to primary schools and 20,872 computers to secondary schools countrywide. The Ministry's statistics showed that 34,872 computers had been distributed, against a total number of 9,852 schools (8,843 primary schools and 1009 secondary schools). Most of them were distributed to schools that were in the urban and peri-urban areas. This translated into three computers per school if they were evenly distributed. The publication further outlined the deficits that would act as challenges to the teaching of Computer Studies, and these were as outlined below. The publication indicated that most of the

schools particularly in the rural areas were not electrified and could therefore not afford to power the computers for the purpose of computer studies’ lessons. In this regard, the publication indicated that there were 4,000 schools with electricity power source, out of 9,852 schools in Zambia, leaving 5,534 schools which were without electricity.

7.4.1 Computer Studies Examinations

The Committee heard that there was progress made regarding the teaching of computer studies in schools, especially at grade nine level since the 2015 examinations. The number and proportion of candidates who registered for the grade nine examination as well as the Computer Studies subject had improved from about sixty-one percent in 2016 to seventy-seven percent in 2018 as presented below in Figure 1.

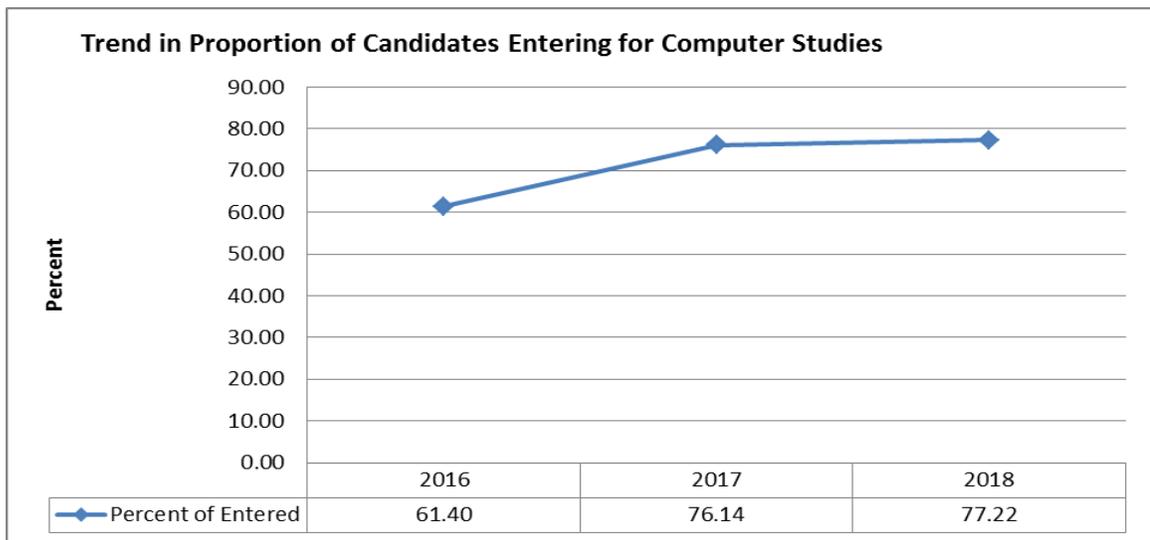


Figure 1: Trend in Proportion of Candidates Entering Computer Studies at Grade 9

The Committee heard that the number and proportion of schools that had registered for Computer Studies had increased over the years, an indication that there was an improvement in the teaching of computer studies and that the number of ICT qualified teachers was increasing. The learner performance in Computer Studies was comparable with other science based subjects at grade nine level as shown in figure 2.

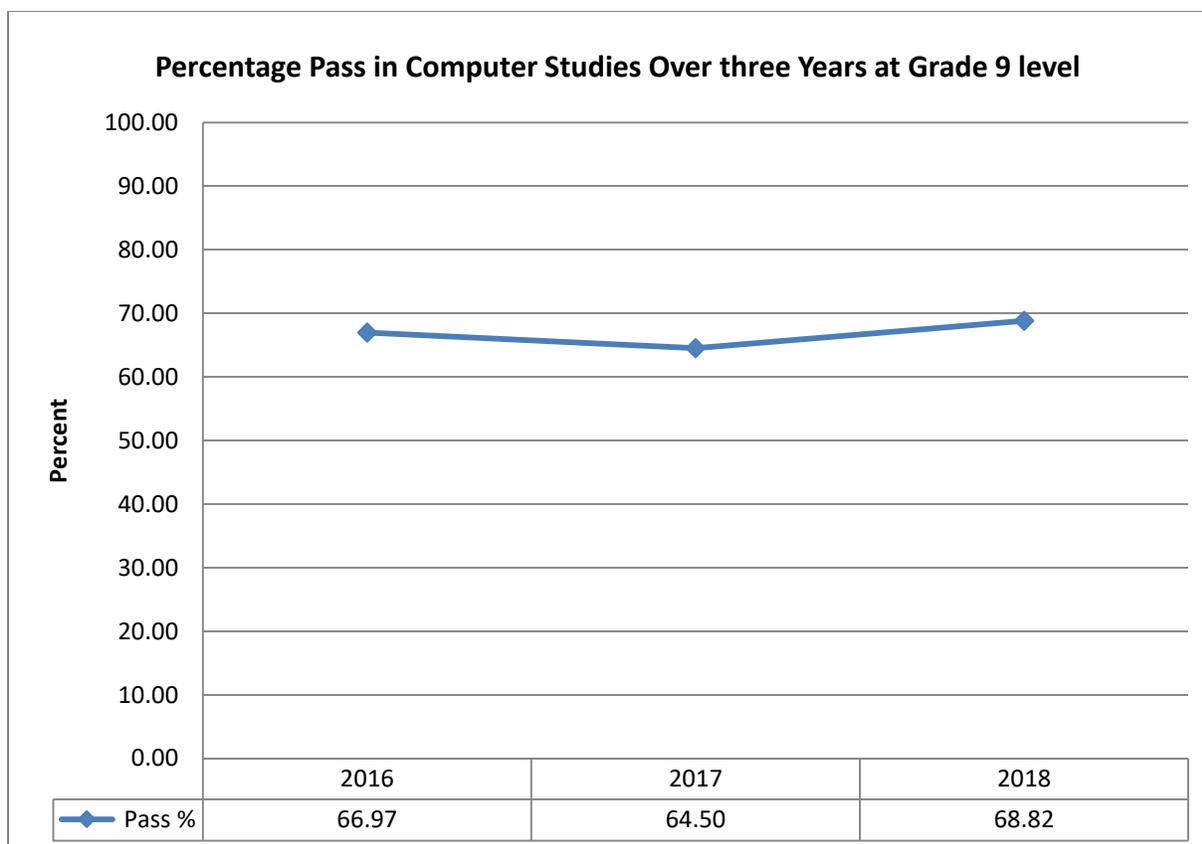


Figure 2: Pass Percentage in Computer Studies at Grade 9 Level

7.5 THE ROLE PLAYED BY THE NON-STATE ACTORS IN ENHANCING THE TEACHING OF COMPUTER STUDIES IN SCHOOLS

The Committee was informed that the Zambian Government had liberalised education provision, leading to increased participation by non-state actors in the provision of education at different levels. The participation of the non-state actors also extended to the teaching of Computer Studies. Among the key interventions spearheaded by non-state actors were those set out below.

(i) The Computers for Zambian Schools Trust

The Computers for Zambian Schools Trust was a registered trust established by local education and ICT specialists, representatives from the British Council, Ministry of General Education, and the Beit Trust. The main activities in which Computers for Zambian Schools Trust was involved included training of ICT teachers, distribution of ICTs to schools, provision of technical support to schools, and recycling of computers. The Beit Trust Computer Recycling Project had sent more than 10, 000 computers that reached over 500 schools in Zambia. The Project worked in conjunction with SchoolNet Zambia and was based at Matero Boys’ Secondary School. Computers for Zambian Schools Trust had facilitated the import of duty-free second hand equipment to Zambia. The Beit Trust provided grants to the project while MTN Mobile Providers supported the operating costs for the technical centre at Matero Boys Secondary School.

(ii) SchoolNet Zambia

The SchoolNet Zambia Project was supported by SchoolNet Africa and its partnership with Multichoice Africa, Computer Aid International and the Open Society Initiative for Southern Africa (OSISA). With the support of Multichoice Africa and Multichoice Zambia, SchoolNet Zambia promoted access to satellite television and video in selected schools in order for learners and teachers to access education channels such as Mindset Learn, Discovery Channel, and National Geographic. With the support of OSISA and in partnership with Computers for Zambian Schools Trust, the Personal Computers Refurbishment Centre was extended.

(iii) eBrain Forum

eBrain was a non-profit, membership-based organisation that promoted ICTs for development in Zambia. Its objectives were to lobby, advocate, build capacity, and conduct research on ICT for the purpose of enhancing the teaching of Computer Studies in Zambian schools.

(iv) Camara Education Zambia

CAMARA Zambia had a Memorandum of Understanding (MOU) with the Ministry of General Education. Pursuant to the MOU, Camara Education Zambia provided awareness programmes for teachers with the aim of integrating ICT in education. Camara Education Zambia also supported building teacher competences; training learners in use of ICT; and helped to built capacity in teachers and pupils in basic personal computer maintenance and repair. The non-governmental organisation was based at Munali Secondary School.

(v) One World Africa

One World Africa was a registered non-governmental organisation in Zambia which formed part of the One World International online network of media and human rights practitioners and civil society organisations. One World Africa had been involved in lobbying and advocacy on ICT for development issues in Zambia, which included education. One World Africa had an Education Support Network Project that involved volunteers in the development of teacher support materials for nine schools in the country. One World Africa had a collaborative partnership on thematic channels which provided information on education opportunities for individuals and institutions across the globe. It also had a kids' channel, which provided a host of information and learning opportunities for children.

(vi) iSchool Project

The iSchool tablet computer worked in line with the Zambian Primary School Curriculum. The iSchool tablet Project had thousands of lessons pre-loaded, covering the entire syllabus from grade one to grade seven. The Committee heard that the iSchool lessons were multi-media, with images and sound that was voiced in English. The iSchool

teacher tablet was available for individual teachers and as part of the Total Learning Environment. The package included 5000 lesson plans that followed the Zambian School Curriculum and its lesson plans were approved by the Ministry of General Education. The iSchool Project, therefore, helped to enhance and support the teaching of ICT and Computer Studies in schools.

7.6 CHALLENGES FACED IN THE TEACHING OF COMPUTER STUDIES IN SCHOOLS

The Committee heard that the country had a lot of challenges regarding the integration of ICT into the education sector. Some of these are set out below.

(i) Lack of Qualified Teachers to Teach ICT and Computer Studies

Although the demand for ICT learning had been tremendous, the number of teachers who had been trained to teach ICT and computer studies could not meet the demand. The Ministry of General Education had only oriented 3000 in-service teachers and only 1,000 trained teachers in ICT were recruited. As a result of these inadequate numbers of teachers which were qualified, the teaching of Computer Studies could not be as effective as it was supposed to be.

(ii) Lack of Computers in Schools

Despite the efforts made by the Government and its cooperating partners to supply computers to schools, there still remained a big percentage of schools that had no computers to facilitate the teaching of computer studies. The Committee heard that at both secondary and primary levels, there were less than 40,000 computers in 2016 for use by learners. In 2016, there were 4,025,380 learners enrolled at both primary and secondary level against 26,575 computers. That was a ratio of 1:150 if the computers were to be distributed evenly; implying that, on average, one computer was shared among 150 learners. The situation was much worse at primary level which had 3,203,220 learners against 14,590 computers resulting in a ratio of one computer for every 219 learners. These numbers revealed the severity of the challenges that were being faced in teaching of computer studies.

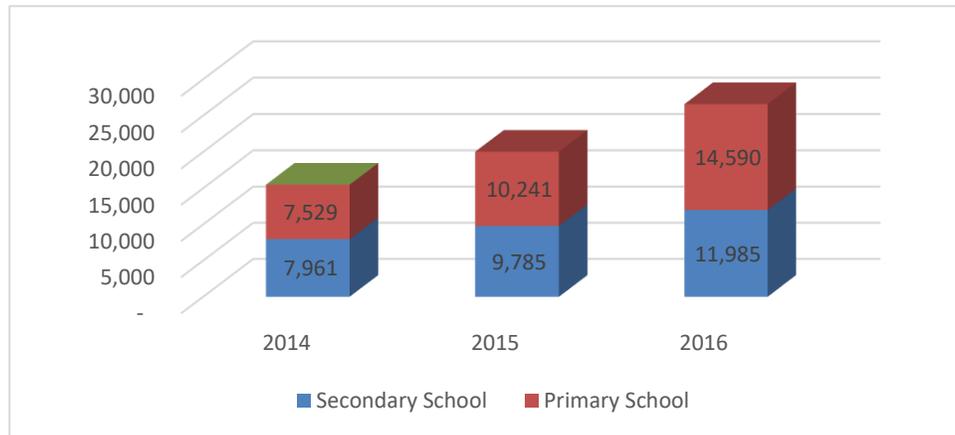


Figure 1: Total Number of Computers in Schools

(iii) Lack of Electricity Power Supply to Schools

The Committee heard that many schools were still not connected to electricity, a situation which meant that Computer Studies could not be taught in those schools. This negatively affected the integration of computer studies in the education system.

(iv) Broken down computers

The Committee was informed that even though a good number of schools had benefited from the donated used computers, they had not been adequately equipped with the capacity to undertake maintenance and repairs hence, most schools had several broken down computers which could not be used to enhance the delivery of computer science education .

(v) Lack of ICT Policy to Support the Teaching of Computer Studies

The Committee heard that the Ministry of General Education had not finalised the Draft Education ICT Policy which was impacting negatively on the implementation plan of teaching computer studies. For example, the compulsory teaching of computer studies could not be actualised in the absence of an enabling policy and legislation.

(vi) Lack of Internet Connectivity in Schools

The Committee heard that most of the schools were not connected to the world wide web due to the high costs involved in the connectivity, a situation that hindered the ability of both teachers and learners to access learning materials on e-libraries, hence defeating the Government’s policy of integrating computer science in the education system.

(vii) Inadequate Institutional Capacity

The Committee was informed that most schools and colleges in the country did not have institutional capacity to provide and support ICTs. The shortage of teachers with ICT

skills to meet the requirements of the schools limited ICT penetration within the education system.

7.7 LOCAL TOUR

In order to appreciate what was obtaining on the ground in relation to the teaching of computer studies in Zambian schools, the Committee undertook a local tour to two provinces, namely; Lusaka and Southern Provinces.

During the local tour, the Committee visited three learning institutions in Southern Province. In Livingstone, the Committee toured Zambezi Sawmills Community School while in Choma, the Committee toured St Patrick Primary School and Singani East Secondary School.

The key findings of the Committee during its local tour to these learning institutions are summarized below.

7.7.1 TOUR OF ZAMBEZI SAWMILLS COMMUNITY SCHOOL IN LIVINGSTONE DISTRICT

During the tour of Zambezi Sawmills Community School, the Committee learnt that the School had 706 learners against thirteen teachers who were on Government payroll, and three teachers who were providing a service on voluntary basis.

The School had purchased four computers for the purpose of teaching Computer Studies. The Government had not supplied computers to the School, and non-state actors had not supported the school.

The School did not have adequate computers and it did not have any trained teachers in ICT and Computer Studies. This hindered the effective teaching of Computer Studies.

Suggestions on the way forward

The Committee was informed that in order to promote the teaching of computer studies, the measures outlined below should be taken.

- (i) There was need for the Government to deploy trained teachers in ICT and Computer Studies to community schools in the country.
- (ii) There was need for the Government to supply computers to the community schools and to ensure that computer laboratories were constructed in order to enhance the teaching of Computer Studies.

7.7.2 TOUR OF ST PATRICKS PRIMARY SCHOOL IN CHOMA DISTRICT

During the tour of St Patricks Primary School, the Committee learnt that the school procured twenty-two computers for the purpose of teaching Computer Studies. The School also had a projector, a screen and a printer to support the teaching of the subject. The School was connected

to the national electricity grid, and this connection had made the teaching of Computer Studies possible. The School had no trained teacher in ICT and Computer Studies.

7.7.3 TOUR OF SINGANI EAST SECONDARY SCHOOL IN CHOMA DISTRICT

During the tour of Singani East Secondary School, the Committee learnt that the school management procured five computers for the purpose of teaching Computer Studies. However, the School was not connected to the national electricity grid, and it had to procure a solar panel, an inverter, a projector, and an electric generator for the purpose of teaching Computer Studies. The School had also been supplied with text books for the purpose of teaching Computer Studies.

7.8 COMMITTEE'S OBSERVATIONS AND RECOMMENDATIONS

The Committee notes that the Government has over the last two decades made strides in implementing the teaching of computer studies in schools. However, a number of concerns existed that hindered the Executive's attention. Therefore, if the teaching of Computer Studies in schools is to be assured, the Committee makes observations and recommendations as set out hereunder.

- (i) The Committee is concerned that there is no policy framework to support the teaching of computer studies in schools which has resulted in fragmentation and non-coordination in the teaching of computer studies in the country.

The Committee recommends that the Government, through the Ministry of General Education, should immediately finalise the draft 2007 ICT Policy in Education so that it can provide guidance on how ICT programmes and the teaching of computer studies could be implemented.

- (ii) The Committee observes with great concern that most schools at both primary and secondary school levels lack qualified teachers in Information and Communication Technology (ICT) or computer studies. This has impacted negatively on the teaching of computer studies in the country.

The Committee therefore urges the Government to take concrete steps to train teachers in ICT and computer studies. Urgent measures should be taken to provide in-service training in ICT and Computer Studies for serving teachers.

- (iii) The Committee observes with great concern that there are no technical experts in schools to repair computers whenever they develop faults.

The Committee, therefore, recommends that the Government should consider employing computer technicians in each district to support the teaching of computer studies.

- (iv) The Committee is concerned that none of the primary teacher training institutions in the country offer computer studies as a compulsory subject in the first year of each training

programme. This undermines the aspiration to have teachers skilled in teaching computer studies.

The Committee, therefore, urges the Government to ensure that all primary teacher training institutions in the country include computer studies as a compulsory course during the initial year of training.

- (v) The Committee observes with great concern that most primary and secondary schools in the country do not have sufficient computers to be used for the teaching of computer studies. This has a negative impact on the quality of training offered.

The Committee recommends that the Government should take measures to supply all primary and secondary schools in the country with computers for the purpose of teaching computer studies as a matter of urgency.

- (vi) The Committee expresses concern that most of the schools in the country do not have computer laboratories for use by the teachers and learners for computer studies.

The Committee recommends that the Government should take deliberate measures to construct computer laboratories in all schools in the country in order to enhance the teaching of computer studies.

- (vii) The Committee observes that most of the schools in the country are not electrified. This poses a huge challenge to the teaching of computer studies in schools since electricity is critical to the teaching of computer studies.

The Committee, therefore, recommends that the Government should urgently electrify all schools by either connecting them to the national grid or by providing them with solar facilities.

- (viii) The Committee observes with concern that the teaching of ICT and computer studies is not compulsory at all levels from grade one to grade twelve. The Committee strongly feels that the integration of ICT in the education system is critical if Zambia is to effectively compete on the world stage.

The Committee, therefore, recommends that the Government through the Ministry of General Education should make the teaching of ICT and computer studies compulsory at all levels from grade one to grade twelve. This should be done in a phased manner to ensure that all necessary facilities and materials are available to all public education institutions.

- (ix) The Committee observes that the current computer studies syllabus focuses on teaching the learners the theory part which would not equip them to develop their abilities in the field of computer science.

The Committee, therefore, recommends that the Government, through the Ministry of General Education should develop a new computer syllabus that will provide clear instructional methods that would stimulate the learners' possible development into computer scientists.

- (x) The Committee expresses great concern that most of the schools in the country do not have internet connectivity to enhance ICT and the teaching of computer studies.

The Committee urges the Government to urgently put measures in place to ensure that all schools are connected to the internet so as to enhance and support the teaching of computer studies countrywide.

8.0 TOPIC 2: A STUDY ON THE PROVISION OF QUALITY HIGHER EDUCATION IN ZAMBIA

8.1 Background

The increasing demand for quality higher education motivated the Government of Zambia to put in place a legal framework that allowed the private sector to participate in the provision of higher education. The introduction of the legal framework led to the proliferation of private higher education institutions with the country recording sixty private universities in 2017. In order to effectively manage the mushrooming of higher education institutions, the Government established the Zambia Qualifications Authority and the Higher Education Authority which were mandated, among other things to accredit academic programmes in both public and private higher education institutions. The purpose of accreditation was to ensure that quality of higher education being provided was of the necessary standards. The Authority was created under the *Higher Education Act No. 4 of 2013*.

Despite the legal and policy frameworks instituted, there was an apparent downward trend with regard to quality of higher education service in the country as was evidenced by the quality of graduates that were produced from the higher education institutions. In this vein, the mushrooming of higher education institutions especially private universities had become a source of concern as stakeholders expressed concern whether the Government had put in place mechanisms to assess and monitor the quality of services being offered by the private universities.

Against this background, the Committee resolved to undertake a study on the provision of quality higher education in Zambia.

Objectives

The objectives of the study were to:

- (i) understand the adequacy of the policy and legal framework regarding the regulation of higher learning institutions in the country;

- (ii) understand the role of the Higher Education Authority in ensuring that quality higher education was provided in the country;
- (iii) establish the challenges faced in the regulation of the quality of service in higher learning institutions; and
- (iv) make recommendations to the Executive on the way forward with the aim of enhancing the quality of higher education in Zambia.

Stakeholders

The following institutions made written and oral submissions to the Committee on this topical issue:

- (i) Zambia National Education Coalition (ZANEC);
- (ii) Zambia National Students' Union (ZANASU);
- (iii) National Science and Technology Council (NSTC);
- (iv) Zambia Institute for Policy Analysis and Research (ZIPAR);
- (v) University of Zambia;
- (vi) Mulungushi University;
- (vii) Zambia Open University;
- (viii) Lusaka Apex University;
- (ix) Health Professions Council of Zambia (HPCZ);
- (x) Higher Education Authority (HEA);
- (xi) Zambia Qualifications Authority (ZAQA);
- (xii) Teaching Council of Zambia (TCZ);
- (xiii) Curriculum Development Centre (CDC);
- (xiv) Ministry of General Education; and
- (xv) Ministry of Higher Education.

CONSOLIDATED SUMMARY OF SUBMISSIONS BY STAKEHOLDERS

The submissions by stakeholders on the provision of quality higher education in Zambia were as set out below.

8.2 POLICY AND LEGAL FRAMEWORK GOVERNING THE REGULATION OF HIGHER EDUCATION IN ZAMBIA

8.2.1 Key Policies Implemented in the Education Sector

The Committee heard that the country had never had a dedicated policy on higher education since independence. The sub-sector had been using the various education policies that were promulgated from time to time to govern the provision of primary, secondary and tertiary education. Currently, higher education was governed by the Education Policy of 1996 as well as the TEVET policy of 1996. Both policies were being reviewed to address various gaps that had arisen over time.

Under the Education Policy of 1996, various developments had taken place. These included the establishment of the National Qualifications Authority, the Teaching Council of Zambia, the Higher Education Authority and the Higher Education Loans and Scholarships Board. The establishment of these institutions had addressed some of the gaps that existed in the education sector. In order to address the identified gaps, the Ministry commenced the development of the Higher Education Policy and a draft was produced in April 2018. The key intervention areas in the draft Policy included increasing access and participation in higher education, attaining quality education, equity and inclusiveness among others. The Committee was informed that there would be need to also repeal the *Higher Education Act No. 4 of 2013* if that draft policy was to be effectively implemented.

8.2.2 Key Pieces of Legislation in the Provision of Quality Higher Education

The Committee heard that Zambia's first university, the University of Zambia, was established in 1966 with a student population of 300 students at the time. The University of Zambia was created under the *University of Zambia Act, No. 66 of 1965*. Later, a second public university, the Copperbelt University was created under the *Copperbelt University Act, No. 19 of 1987*. There was no law at the time that allowed for private sector participation in the provision of higher education. To provide for the registration and regulation of private universities as well as address the fragmentation of public university regulation, the *University Act, No 26 of 1992* was enacted. The Act also provided for the establishment, regulation, control and functions of public universities. The Committee, further, heard that the *University Act, No. 11 of 1999* repealed the *University Act, No 26 of 1992*.

The *University Act, No. 11 of 1999* provided for the appointment of a Chancellor by the President for each public university as opposed to the Republican President being the Chancellor as had been provided in the *Public Universities Act, No 19 of 1987* and the *Public Universities Act, No 20 of 1987*. In this regard, the Committee heard that the appointment of the Chancellor by the President could compromise standards of education provided by these institutions, especially if the appointments were politically motivated. The Committee was informed that the Chancellor needed to be a person with high academic or constitutional office or someone who had attained recognition in his/her profession or office. The Committee, further, heard that the Chancellor could only hold office for a period of five years. There was, further, a provision for the Vice-Chancellor who was to be appointed by the Chancellor on the advice of the Council who would be the academic, financial and administrative head of a public university for a maximum of two terms of five years each. The Act also provided for other officers who included the Deputy Vice-Chancellor, the Registrar, the Librarian and the Bursar. The Committee heard that the management of the universities needed to be highly qualified and experienced if the provision of quality higher education was to be guaranteed.

The Committee heard that public universities could also be awarded grants by the Government and the local government authority under the Act. That meant that the Government was not really obligated to finance public universities and this could impact on the quality of education provided by these institutions. Other interesting clauses in the Act included the provision for a students' union in each public university. The Committee was informed that establishment of a students' union was critically necessary for the promotion of a good governance system where

students had a voice on matters that affected them in the school environment, and this could include the provision of quality higher education.

The Committee was further informed that the *Public Universities Act, No 20 of 1987* did not include any specific clauses on quality assurance but instead stipulated the functions of public universities to include providing higher education, promoting research and advancement of learning and dissemination of knowledge. It further required that public universities provided appropriate facilities only as far as their resources could permit.

The Committee was informed that the *University Act No 11 of 1999* included a section on private universities. That section covered the process of registration of private universities through the Minister of Education. The Minister of Education was in charge of certifying that the university aspirant met the educational requirements, the infrastructure, including hostels, were suitable for a university, the university had adequate financial provision to sustain operations, it had sufficient qualified teaching staff and was compliant with the provisions of the Act. The provision of the law on private universities was much less than the public universities.

The Committee heard that current legislation on higher education was the *Higher Education Act, No 4 of 2013*, which repealed the *University Act, No. 11 of 1999*. It provided for the establishment of the Higher Education Authority (HEA), which was mandated to ensure quality assurance and quality promotion in the higher education subsector. The Authority was also responsible for registration and regulation of private higher education institutions as well as establishment, governance and regulation of public higher education institutions. The Act covered all higher education institutions other than those registered under the *Technical Education, Vocational and Entrepreneurship Act, No. 13 of 1998*, colleges of education accredited under the *Teaching Profession Act, No. 5 of 2013* and any other institutions established under any written law.

The Committee heard that other pieces of legislation on higher education included the *Higher Education Loans and Scholarship Act, No 13 of 2016*, the *Skills Development Levy Act, No 46 of 2016* as amended by *Act, No 13 of 2017*. The key provisions of these statutes are set out below.

(i) *The Higher Education Loans and Scholarship Act, No. 31 of 2016*

This Act established the Higher Education Loans and Scholarship Board and the Higher Education Loans and Scholarship Fund. Some of the functions of the Board included administering loans and scholarships for students, establishing systems to secure the repayment of loans and scholarships and to formulate policies and guidelines for the control and management of the money for loans and scholarships. The Committee heard that the Board ensured the effective implementation of the loan scheme that was introduced at the University of Zambia and Copperbelt University from the previous grant scheme that the Government used to operate.

(ii) *The Skills Development Levy Act, No. 46 of 2016*

This Act provided for the imposition, payment and collection of a skills development levy at the rate of 0.5% of gross emoluments payable to an employee. It excluded the public service, local authority employers, employers with turnover below K800, 000 and public benefit organisations.

(iii) *The Technical Education, Vocational and Entrepreneurship Act, No. 13 of 1998*

This Act established the Technical Education, Vocational and Entrepreneurship Training Authority. It provided for the registration and renewal of private institutions and inspection of institutions providing technical education or vocational training.

(iv) *The Zambia Qualification Authority Act, No 13 of 2011*

This Act provided for the national qualifications framework and established the Zambia Qualifications Authority (ZAQA). ZAQA's mandate included developing, managing and operating the Zambia Qualifications Framework. ZAQA was not a quality assurance body but coordinated output of the relevant quality assurance bodies. It was, therefore, the custodian of qualifications and only registered qualifications whose programmes were accredited by the Higher Education Authority (HEA) for the institutions under HEA. The procedure was that, the Higher Education Authority applied to ZAQA on behalf of the higher education institutions for the registration of the qualifications they wished to issue. The Committee heard that there seemed to be no conflict between HEA and ZAQA as the two institutions had different mandates.

8.3 THE ROLE OF THE HIGHER EDUCATION AUTHORITY IN ENSURING QUALITY HIGHER EDUCATION IN ZAMBIA

The Committee heard that the mandate of the Higher Education Authority was to regulate and monitor standards in higher education institutions (HEIs) in order to ensure quality services that would contribute to the enhancement of human capital and accelerated national development. According to the *Higher Education Act, No. 4 of 2013*, specific functions of Higher Education Authority were to:

- (i) advise the Minister of Higher Education on any aspect of higher education;
- (ii) develop and recommend policy on higher education, including the establishment of public higher education institutions and the registration of private higher education institutions;
- (iii) establish a coordinated higher education system which promoted corporate governance and provided for a programme based higher education institutions;
- (iv) regulate higher education institutions and coordinate the development of higher education;
- (v) promote quality assurance in higher education;
- (vi) audit the quality assurance mechanisms of higher education;
- (vii) restructure and transform higher education institutions and programmes to be responsive to the human resource, economic and development needs of the country;

- (viii) promote access for students to higher education institutions;
- (ix) design and recommend an institutional quality assurance system for higher education institutions, and recommend to the Minister of Higher Education institutional quality assurance standards for the establishment, standardisation and registration of higher education institutions, including standards of plant and equipment;
- (x) advise the Minister of Higher Education on the funding arrangements for public higher education institutions;
- (xi) advise the Minister of Higher Education on staff development for higher education institutions; and
- (xii) promote equity in access to higher education through the provision of student assistance programmes.

The Committee was informed that through the Zambia Qualifications (Accreditation, Validation and Evaluation of Qualifications) Regulations, Statutory Instrument No. 4 of 2018, Higher Education Authority accredited learning programmes of both public and private higher education institutions. The Committee was, further, informed that in accordance with the *Higher Education Act, No. 4 of 2013*, the Higher Education Authority was established with the mandate to regulate and monitor standards in Higher Education Institutions so as to ensure the provision of quality services that contribute to the enhancement of human capital and accelerated national development. In this vein, the Higher Education Authority was empowered to accredit over 3,000 learning programmes which were being offered in the higher education institutions in the country. The Authority was also empowered to continuously carry out audits and inspections in higher learning institutions in order to ensure that quality higher education was provided in the country.

8.4 PROGRESS MADE IN ENSURING QUALITY ASSURANCE IN HIGHER EDUCATION

The Committee heard that there had been a tremendous increase in the number of higher education institutions in Zambia over the years. According to the 2011 Zambia Development Agency education sector profile, there were a total of three public universities and over fifty private universities registered in Zambia. The Higher Education Authority data base for the year 2017 showed that there were six public universities and sixty private universities. These statistics represented an over 400 per cent increase in the number of universities over the last seven years.

However, the Committee was also informed that there were some higher education institutions which were not under mandate of the Higher Education Authority. These included colleges and vocational trade centres. Some milestones had been recorded in efforts to enhance the provision of quality higher education in the country. These milestones included the enactment of various pieces of legislation and the establishment of various Authorities to regulate the higher education sub-sector as set out below.

(i) Establishment of the Higher Education Authority

The Committee heard that the establishment of the Higher Education Authority was to ensure that the higher learning institutions were regulated in order to provide quality higher education.

The Higher Education Authority, therefore, registered and regulated both public and private higher education institutions with the purpose of promoting quality higher education in the country. The authority was established under the *Higher Education Act, No. 4 of 2013*.

(ii) Establishment of the Zambia Qualifications Authority

The Committee heard that the Zambia Qualifications Authority was established in order to ensure sanity in the awarding of qualifications to deserving candidates. The Committee also heard that it was the mandate of the Zambia Qualifications Authority to provide standards of recognising results that were obtained outside Zambia and be able to provide for their equivalence to Zambia's Qualifications Framework. ZAQA was, therefore, the custodian of qualifications and was responsible for the registration of qualifications. These steps among others, were aimed at ensuring the provision of quality higher education in the country. This Authority was established under the *Zambia Qualifications Act*.

(iii) Establishment of the Health Professions Council of Zambia

The Committee heard that the Health Professions Council of Zambia was established in order to accredit health professionals and regulate higher education institutions in the health sector and other professional bodies which were involved in the provision of higher education. The main objective of the Health Professions Council of Zambia was, therefore, to ensure that the health programmes provided in the higher learning institutions were within the acceptable standards and thereby contribute towards provision of quality higher education in the country. The Council was established under the *Health Professions Act, No. 24 of 2009*.

8.5 CHALLENGES FACED IN THE PROMOTION OF QUALITY HIGHER EDUCATION

The Committee heard that while the increase in the number of higher education institutions was necessary in order to meet the growing demand for higher education, it had brought about a number of questions bordering on the capacity of the service providers and the quality of education offered. The Committee was informed that despite the Higher Education Authority having been operational for only three years, the Authority had been active, and had made headlines in the local newspapers. This had raised some questions about its role and mandate and the overlaps that existed with other regulators which some sections of society felt it would compromise quality of higher education.

The challenges that impeded on the promotion of higher education in the country were highlighted to the Committee as set out below.

(i) Lack of coordination among Higher Education Regulatory Bodies

The Committee heard that there was apparent confusion on the mandates of various regulators in the higher education subsector, such as the very public conflict between the Health Professions Council of Zambia (HPCZ) and the Higher Education Authority (HEA). This confusion arose

because there was apparently no harmonised legal framework that would clearly state the parameters within which either of the regulatory bodies operated.

(ii) Inadequate Funds Directed to Higher Education

The Committee heard that there was inadequate funding to public higher education institutions, which posed a challenge to the provision of quality higher education.

(iii) Non-provision of Bursaries to other Higher Education Institutions

The Committee was informed that bursaries were only offered to students attending two out of the six public universities. It was hoped that the Higher Education Loans and Scholarships Board would extend the Loans and Scholarship Scheme to students attending other colleges and universities.

(iv) Inadequate Legal Provisions on the Registration of Private Higher Learning Institutions

The Committee heard that the registration of private higher education institutions, as provided for in *the University Act, No. 11 of 1999* and the *Higher Education Act, No. 4 of 2013*, did not provide for a mechanism of graduating higher education institutions from colleges to university colleges and finally into fully-fledged universities.

(v) Lack of Policy for the Accreditation of Learning Programmes

The Committee was informed that there was no dedicated higher education policy to guide the accreditation of higher learning institution in the country. The absence of a policy on higher education compromised the mode of accreditation that the regulatory bodies instituted. The Committee was further informed that the accreditation of learning programmes was not contained in the principal Act but was in the Zambia Qualifications (Accreditation, Validation and Evaluation of Qualifications) Regulations; Statutory Instrument No. 4 of 2018. This had reduced the effectiveness of the Higher Education Authority.

(vi) Lack of Provision for Technical Universities

The Committee heard that there was no provision for technical universities that would enable people who had acquired skills in technical and vocational fields to advance beyond diploma qualifications. Such people were forced to either change careers or start afresh in universities. Zambia's higher education system was largely designed to enable students to pass examinations and obtain various certifications and was not very supportive of who had the potential to upgrade their qualifications. In other words, the system was designed to produce employees rather than employers.

(vi) Weak Quality Assurance Mechanisms

The Committee was informed that the quality assurance mechanisms in higher education institutions were ineffective as they were weak. This was despite the laws providing for quality assurance. Therefore, the mechanism did not guarantee provision of quality higher education in the country.

(vii) Non- Compliance and Resistance by Higher Education Institutions to be Regulated

The Committee heard that the Higher Education Authority had faced some resistance against regulation from some old higher education institutions, mainly because those institutions had been running for many years without regulation and it became difficult for them to adjust and allow regulation to be conducted.

The Committee heard from some stakeholders that the legal framework and policy governing the regulation of higher education was inadequate and a lot needed to be put in place if quality higher education was to be realised. Among the steps that needed to be put in place included the following:

(i) Standardisation of Training Programmes

The Committee was informed that in most cases, apart from the training of health professionals, the law did not mandate the Higher Education Authority or other bodies to prescribe the standard package of training programmes for similar courses offered by different institutions of higher learning. A view was expressed for example that the poor pass rate of law graduates in bar examinations at the Zambia Institute for Advanced Legal Education (ZIALE) as compared to health professions admitted to practice was a pointer to the problem of not having a standardised package of training programmes among universities, and between the universities and ZIALE.

(ii) Equity as a Measure of Quality of Zambia's Higher Education

The Committee heard that the quality of higher education needed to be measured against the principle of equity. Equity in higher education meant that personal and social circumstances such as gender, disability, ethnic origin or family background should not be obstacles to higher education for deserving learners. Therefore, the provision of higher education should take these differences into account so that no segment of the Zambian society was left behind.

8.6 LOCAL TOUR

In order to augment its findings in relation to the provision of quality higher education in Zambia, the Committee undertook a local tour to two provinces, namely; Lusaka and Southern Provinces.

During the local tour, the Committee visited a number of higher learning institutions in Lusaka and Southern Provinces. In Lusaka Province, the Committee toured the Lusaka Apex University, University of Zambia, University of Lusaka and the Zambian Open University. In Livingstone,

the Committee toured the Southern University and the Victoria Falls University. In Monze, the Committee visited Rusangu University in order to appreciate the provision of quality higher education. The key findings of the Committee during its local tour to these higher learning institutions are summarised below.

8.6.1 TOUR OF LUSAKA APEX MEDICAL UNIVERSITY IN LUSAKA DISTRICT

During the tour of Lusaka Apex Medical University, the Committee learnt that Lusaka Apex Medical University had strategic goals which included, among others, to develop into a regional centre of excellence in medical education, training and research. The University also aspired to provide specialised health care services, formulate and implement strategies that could promote Public Private Partnership in the health sector. Lusaka Apex Medical University aimed to contribute to the Ministry of Health's priority of meeting the twenty year objective of doubling the number of doctors, nurses and other health professionals trained in Zambia.

The Committee was informed that Lusaka Apex Medical University had created committees to support its operations, and these were the Academic, Quality Assurance and Student Affairs Committee, and the Governance, Compliance and Staff Establishment Committee. Other committees set up included the Finance and Investment, and Infrastructure and Business Committees.

The Committee was further informed that Lusaka Apex Medical University had six faculties, 268 lecturers and 7,243 students.

Mechanisms to Ensure Quality Assurance in the Provision of Higher Education

The Committee was informed that Lusaka Apex Medical University had instituted a number of measures in order to provide quality higher education. The measures are outlined hereunder.

- (i) Establishment of an Internal Quality Assurance and Improvement Committee and sub-committees at faculty level.
- (ii) Introduction of progression regulations which were strictly adhered to and enforced.
- (iii) Stakeholder participation in quality assurance at various fora.
- (iv) Implementation of admission criteria which was in line with standards that were set by the industry regulators.
- (v) Evaluation of staff by students and periodic performance appraisals.
- (vi) Continuous monitoring of lecturers to ensure adherence to curriculum.
- (vii) Introduction of a teaching methodology course for all academic staff at the University.
- (viii) Conducted ground rounds every Thursday where students made presentations on various health topics with guidance from experts.

Challenges faced by Lusaka Apex Medical University in the Provision of Quality Higher Education

The Committee was informed that the University was beset by various challenges in its work. Key among these were those outlined hereunder.

- (i) Students were facing challenges with the payment of tuition fees to enable them attend lectures.
- (ii) The Committee heard that only students in private medical universities were required to pay the clinical placement fees, while Ministry of Health sponsored students were not required to pay. The clinical fees were high and the students faced challenges in paying for them.
- (iii) Lack of coordination among regulators, where each regulator required payment of accreditation fees whilst utilising similar assessment tools as the other regulators.

Suggestions on the way forward

The Lusaka Apex Medical University made the proposals outlined below as measures that could help enhance quality service delivery in higher education provision.

- (i) The Government Loans Scholarship Scheme should be extended to all students in both public and private higher learning institutions.
- (ii) There was need to review the clinical placement fees as they had a negative impact on the ordinary citizens who were required to bear the huge cost.
- (iii) There was need to introduce tax exemptions for private universities, especially when importing educational materials. The tax exemption on education materials imported by universities would lead to increased availability of equipment in the higher learning institutions, and this would result in improved quality higher education.

8.6.2 TOUR OF THE UNIVERSITY OF ZAMBIA IN LUSAKA DISTRICT

During the tour of the University of Zambia, the Committee learnt that the University had developed a Quality Assurance Framework to serve as a guide in linking the many operational and developmental processes in the University functions.

The Committee was further informed that the University of Zambia had 894 academic staff. The number comprised of 29 professors, 46 associate professors, 819 senior lecturers and lecturers. The University had thirteen schools providing 300 academic programmes at certificate, diploma, bachelors and post-graduate levels.

Mechanisms put in place by the University of Zambia to Ensure the Provision of quality higher education

The Committee was informed that the measures outlined below had been put in place.

- (i) Establishment of the Quality Assurance Directorate under the Vice Chancellor's Office, which coordinated the day-to-day quality assurance activities of the University; and
- (ii) Introduction of the Quality Assurance Committee of Senate for the purpose of managing the quality assurance system in the University.

Challenges faced by the University of Zambia in providing quality higher education

The University of Zambia explained that the institution faced various challenges in its work. These included those outlined below.

- (i) The University had 894 teaching staff against 24,000 full time, part time and distance learning students. This imbalance relatively affected the institution's efforts to provide quality higher education.
- (ii) While student enrolment had been steadily increasing due to the expansion at secondary and primary school levels, the facilities at the University of Zambia had remained static, leading to over-crowding.
- (iii) There was poor research output, and the absence of research in the University had hindered the provision of quality higher education.
- (iv) Most of the funding for the University covered personal emoluments, and very little of the funds were utilised for infrastructure development.
- (v) There was a very weak link between industry and the University of Zambia as the industry was not providing adequate attachment and sponsorship to the students of the University. This situation was a drawback in the provision of quality higher education since the students could not have the necessary practical experience from the attachments.

8.6.3 TOUR OF ZAMBIAN OPEN UNIVERSITY IN LUSAKA DISTRICT

During the tour of the Zambian Open University, the Committee was informed that the University had continued to interact with the Higher Education Authority, and that it had been meeting the regulatory standards of quality assurance in education provision. The Committee heard that the Zambian Open University was among the first higher education institutions in the country to develop a Quality Assurance Directory. The University had continued to collaborate with the University of Zambia, and with some other universities in the Southern African Region.

Suggestions on the way forward

The Zambian Open University informed the Committee that there was need for the new universities to collaborate and be affiliated to the older ones. This would help the new universities to tap into the experience and resources of the older ones, and in turn also enhance the quality of higher education provided by these institutions.

The University further submitted that there was need for a standardised curriculum for all universities in the country, and for the establishment of a Vice Chancellors' Advisory Committee to ensure quality higher education in the country. The standardised curriculum would offer all universities a uniform syllabus, while the Vice Chancellors' Advisory Committee would advise the Minister of Higher Education on matters affecting higher education institutions.

8.6.4 TOUR OF RUSANGU UNIVERSITY IN MONZE DISTRICT

During the tour of Rusangu University, the Committee learnt that the University had a total of seventy-seven full time lecturers. The University also had forty other lecturers who were providing part time services. The University had two professors and twenty-one PhD holders and other Doctors from other fields.

The Committee was informed that Rusangu University had embarked on collaborative research on the Moringa Project and the Geo Science Research Project with international scholars. **The Committee further learnt that the** University had instituted a Dean's Council, and Admission and Graduation committees to ensure that high quality services were provided. The University had also invested in an e-library and had set up equipped laboratories.

Challenges faced by Rusangu University in Providing Quality Higher Education

The Committee was informed that the University faced some challenges in key among which were those set out below.

- (i) Rusangu University had to pay high accreditation charges to the various regulatory bodies in the higher education sectors. Further, the programmes took too long to be accredited. The University also experienced interruption in the provision of its services as a result of these regulators repeatedly visiting the University.
- (ii) Rusangu University had to pay high internet charges, and this had hindered its provision of quality higher education.
- (iii) There was no collaboration between the various universities in the country regarding matters that affected their operations.

Suggestions on the way forward

The Management of Rusangu University submitted that there was need for integrated accreditation and regulation of higher learning institutions in the country, rather than the current case where several regulatory bodies regulated different aspects of the universities.

The Committee was informed that there was need for the Government to set aside research funds which universities could be competing for. This would encourage more research activities among the universities. The Committee was further informed that there was need for collaboration amongst the universities in order to enhance the delivery of quality education.

8.6.5 TOUR OF UNIVERSITY OF LUSAKA IN LUSAKA DISTRICT

During the tour of the University of Lusaka, the Committee learnt of the issues outlined hereunder.

- (i) The University operated from two premises, namely Pioneer Campus which hosted the School of Post Graduate Studies, School of Education, Social Sciences and Technology,

and School of Business, Economics and Management; and the Leopards Hill Campus which hosted the School of Law and School of Medicine and Health Sciences.

- (ii) The University of Lusaka had a total of sixty- four full time lecturers and 171 who were providing part time services.
- (iii) The University had 7,939 students.

Challenges faced by the University of Lusaka in Providing Quality Higher Education

The Committee was informed that the lack of tax exemptions for higher learning institutions during the procurement of education and building materials had negatively affected the provision of quality education.

Suggestions on the way forward

The University of Lusaka informed the Committee that the Government should provide tax exemptions for education and building materials procured by learning institutions. This would lower the cost of education provision and contribute towards higher quality education in the country.

8.6.6 TOUR OF VICTORIA FALLS UNIVERSITY IN LIVINGSTONE DISTRICT

During the tour of Victoria Falls University, the Committee was informed as set out hereunder.

- (i) Victoria Falls University had four faculties which included the School of Education; Information and Communication Technology; the School of Business and Finance; and the School of Tourism
- (ii) The University had thirty-five full time lecturers and seventeen part time lecturers.
- (iii) The University was offering programmes from diploma up to masters degree level.
- (iv) The University had an internal committee responsible for monitoring the enrolment of students.
- (v) The University had ensured that the tourism programmes offered were in line with the labour market in the country's tourism industry.

Challenges faced by Victoria Falls University

The Committee was informed that Victoria Falls University was having difficulties in accessing land for infrastructure development.

8.6.7 TOUR OF SOUTHERN UNIVERSITY IN LIVINGSTONE DISTRICT

During the tour of Southern University, the Committee learnt of the matters set out hereunder.

- (i) Southern University had eight full time lectures and twelve who were providing part time services. The University had forty students in various faculties.
- (ii) The University had five faculties which included the School of Education; Humanities; Social Sciences; Natural Sciences and Business Studies.

- (iii) The University was advancing the research agenda by providing a robust research curriculum.
- (iv) The enrolment of students was based on meeting the minimum set standards of qualifications.
- (v) Southern University faced challenges in employing the required number of staff at the university. This had negatively affected the provision of quality higher education.

Suggestion on the way forward

The Committee was informed that that there was need for Government to provide grants to private universities to enable them provide the much needed quality higher education.

8.7 COMMITTEE'S OBSERVATIONS AND RECOMMENDATIONS

Following its interaction with various stakeholders and its local tour to various higher learning institutions on the provision of quality higher education in Zambia, the Committee makes observations and recommendations as set out below.

- (i) The Committee observes that the model of financing in the higher education system is strictly learner centred as it wholly depended on the tuition fees that learners paid to the institution, hence the financial inadequacies in the operation of higher learning institutions.

The Committee recommends that the Government should explore private-public partnerships in the provision of higher education so as to address the inadequate financing in the higher learning institutions as it is compromising the quality of education.

- (ii) The Committee observes with great concern that there are no tax exemptions made to higher learning institutions on the education and building materials procured for the purpose of delivering quality higher education in the country.

The Committee urges the Government to consider tax exemptions on education and building materials procured by learning institutions.

- (iii) The Committee is greatly concerned that there are too many uncoordinated regulators in the higher education subsector in the country. It notes that this has led to confusion and conflicts in the subsector.

The Committee, therefore, recommends that the Government should consider having only one institution to be mandated to register and accredit learning programmes in all higher education institutions. This will provide for uniformity in accreditation and create harmony in the manner higher education institutions operate.

- (iv) The Committee observes that it takes too long for the Higher Education Authority to accredit programmes of higher learning institutions.

The Committee urges the Government through the Higher Education Authority to consider expeditious ways of accrediting programmes of higher learning institutions in the country.

- (v) The Committee is concerned that there are clinical fees charged to students in the private medical learning institutions during their practical attachments in the public health institutions.

The Committee urges the Government to abolish these clinical charges slapped on students of private universities as they undertake clinical attachments in the public health institutions. The clinical fees be abolished because while these students undertake practical attachments, they contribute to the much needed staff on the wards in these public health institutions.

- (vi) The Committee observes that there is no mechanism of graduating higher education institutions from colleges to university colleges and finally into fully-fledged universities. The Committee recommends that the Government should institute mechanisms to have a graduated system of higher learning institutions from colleges, university colleges and finally into fully-fledged universities. Clear parameters for graduation should also be set out, such as infrastructure and resources that the institution has.

- (vii) The Committee observes that the Government Loans and Scholarship Scheme being provided in public higher learning institutions has not been extended to students in private universities.

The Committee recommends that the Government should urgently consider extending the Loans Scholarship Scheme to students of private universities in the country.

- (viii) The Committee is concerned that there are no established departments responsible for quality assurance standards in higher learning institutions to enforce standards in the provision of higher education.

The Committee, therefore, urges the Government to urgently establish a department to be responsible for quality assurance in higher learning institutions. Higher learning institutions also ought to have their own quality assurance units with clear functions and powers to ensure that quality in the provision of higher education is maintained at all times.

- (ix) The Committee observes with great concern that there is no standardised curriculum in the Universities. The Committee further observes that there is no Vice Chancellors' advisory committee in the country to advise the Minister of Higher Education on issues of quality higher education.

The Committee recommends that a standardised curriculum for all universities should be put in place by the Government. The Committee further recommends that a Vice Chancellors' Advisory Committee should be constituted in the country.

- (x) The Committee is greatly concerned that internet charges in the universities are very high. This has negatively impacted on the provision of quality higher education.

The Committee recommends that deliberate policies be put in place to ensure that internet charges in higher learning institutions are reduced.

- (xi) The Committee observes that there is no collaboration among the Universities on matters affecting them.

The Committee urges the Government through the Ministry of Higher Education to consider deliberate policies which would spur more collaboration among the universities.

PART II

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

9.1 THE ROLE OF COMMUNITY SCHOOLS IN ENHANCING ACCESS TO EDUCATION IN ZAMBIA

(i) Grants for Community Schools that were channeled through DEBs

The previous Committee had observed that the funds disbursed through the District Education Boards (DEBs) were inadequate, as a result, very little of the funds reached to community schools. The Committee had, therefore, recommended that the Government should ensure that there was adequate provision of financial resources directed to all community schools.

Executive's Response

It was reported in the Action-Taken Report that the Government took note of the Committee's recommendation and would progressively work at increasing funding allocation to community schools. However, that was subject to increased funding from the Treasury. During that period, out of the funds which were released to districts, thirty percent went to community schools. Further, community schools were assisted with learning materials, local continuous professional development and teaching staff.

Committee's Observations and Recommendations

The Committee notes the response and awaits a progress report on the issue of increased funding to community schools.

(ii) Disbanding of Parents Community School Committees in preference of Parent and Teachers' Associations by Trained Teachers deployed to Community Schools by the Government

The previous Committee was concerned that trained teachers deployed by the Government to community schools tended to disband Parents Community School Committees and introduced the Parent and Teachers' Associations and eventually introduced the wearing of uniforms, defeating the very purpose for which these schools were established. The Committee had, therefore, strongly urged the Government to properly orient teachers deployed to community schools to maintain and uphold the core objectives of community schools.

Executive's Response

It was reported in the Action-Taken Report that the Government took note of the Committee's recommendation and indicated that all necessary steps would be taken to ensure that teachers deployed to community schools did not arbitrarily disband Parents Community School Committees and introduce Parent and Teachers' Associations and eventually introduce the wearing of uniforms. The Ministry's vision was to build capacity in the management of community schools to ensure that quality education was provided to learners. The wearing of school uniforms particularly in community schools was not a mandatory requirement and as such, no pupil should be turned away from attending school on account of not having a school uniform.

Committee's Observations and Recommendations

The Committee resolves not to close the matter until evidence is availed regarding concrete steps taken by the Ministry of General Education to resolve the matter.

(iii) Policies for Community Teacher Remuneration and Career Opportunities

The previous Committee had observed that there were inadequate policies for teacher remuneration and career opportunities for community school teachers.

The Committee had, therefore, urged the Government to formulate policies that would provide guidance on teacher remuneration and career opportunities for community school teachers who were not deployed by the Government.

Executive's Response

It was reported in the Action-Taken Report that the Government indicated that all necessary steps would be taken to ensure that teachers deployed in community schools do not arbitrarily disband Parents Community School Committees and introduce Parents and Teachers Associations and eventually introduce the wearing of uniforms. The Ministry's vision was to build capacity in the management of community schools to ensure that quality education was enhanced. The wearing of school uniforms particularly in community schools was not a

requirement and as such, no pupil should be turned away from attending school on account of not having a school uniform.

Committee's Observations and Recommendations

The Committee resolves to request the Executive to give a corresponding response as the one given was not responding to the observation and recommendation of the Committee.

(iv) Non-Establishment of most Community Schools as Examination Centres

The previous Committee had observed that most community schools did not have the status of examination centres due to the stringent criteria that were put in place for registration. The Committee had recommended that the Government should implement measures to enable community schools to meet the criteria required to have examination centre status as that would curb the long distances covered by community school children when writing their examinations.

Executive's Response

It was reported in the Action-Taken Report that the Government, through the Ministry of General Education, took note of the Committee's recommendation and would progressively work at conferring examination centre status to community schools which met the minimum benchmarks as examinations were an undertaking that required stringent security systems to avoid compromising their integrity.

Committee's Observations and Recommendations

The Committee, while noting the response, requests the Ministry of General Education to give a clear response, stating categorically what exactly are the minimum benchmarks required for a community school to be established as an examination centre and update the Committee on the progress made towards implementing those measures so far.

(v) Non-Inspection of most Community Schools by the DEBS Office

The previous Committee had observed that most community schools in the rural parts of the country were not inspected due to lack of transport by the districts education authorities.

The Committee had, therefore, recommended that the Government should provide transport and other logistics to district education authorities to enable them conduct inspections of community schools.

Executive's Response

It was reported in the Action-Taken Report that the Government took note of the recommendation. The provision of transport would be undertaken in a phased manner.

Committee's Observations and Recommendations

The Committee notes the response and awaits a progress report regarding the provision of transport to the district education authorities in a phased manner.

9.2 ACCESS TO EDUCATION FOR CIRCUMSTANTIAL CHILDREN IN ZAMBIAN CORRECTIONAL FACILITIES

(i) Policy Inadequacy on Access to Education for Circumstantial Children

The previous Committee had expressed concern at the total lack of a policy and legal framework governing access to education for circumstantial children.

The Committee had urged the Government to ensure that access to education for circumstantial children was provided for in the draft Bill meant to operationalise correctional facilities.

Executive's Response

It was reported in the Action-Taken Report that the draft Bill was under review for purposes of operationalising the correctional facilities which had made provisions for circumstantial children's rights and privileges. These included, among others, access to early childhood education, provision of balanced diet and healthcare services.

Committee's Observations and Recommendations

The Committee notes the response given and awaits a progress report on the finalisation of the review of the Bill and partiality on the provisions regarding the welfare of circumstantial children generally and specially those on early childhood education.

(ii) Non Inclusion of Circumstantial Children's Provisions in the Correctional Facilities' Budget allocation

The previous Committee had observed that circumstantial children were not included in the prison budgets and only subsisted on their mothers' provisions, which was contrary to *Article 20 of the Charter of the United Nations Convention on the Rights of a Child*. The provision entitled such children to special protection and assistance by the state. It obligated states to ensure the rights to survival, development, protection and participation of all children without discrimination. The Committee had recommended that the Government should ensure that allocations to correctional facilities in the country should have specific budget lines to cater for basic provisions such as food and clothing for circumstantial children.

Executive's Response

It was reported in the Action-Taken Report that during 2017 and 2018 mid-term budget review process, it was noted that there was no specific budget lines to cater for the provision of basic requirements such as food and clothing for circumstantial children. However, beginning in 2019,

the Government would, through the Zambia Correctional Service, introduce specific budget lines to cater for the basic necessities, including, among other things, food and clothing for circumstantial children. However, the Government, through the Ministry of Community Development and Social Services, had been addressing problems being faced by circumstantial children using other Social Protection Programmes such as the Public Welfare Assistance Scheme and Social Cash Transfer Programme, especially in situations where Alternative Care was found within the extended families. The Ministry had intensified case by case investigations of circumstantial children to find Alternative Care which was available for some of them. The possible Alternative Care included Foster Care or Kinship Care. The Ministry was also working with other cooperating partners such as Development Aid from People to People (DAPP), Prisons Care and Counseling Association (PRISSCA), CARITAS Zambia and Mothers of Millions to provide various services such as day care/nursery school, clothing and food for circumstantial children.

Committee's Observations and Recommendations

The Committee notes the response given by the Executive and awaits a progress report regarding the inclusion of provisions in the 2019 budget of the correctional service for the welfare of circumstantial children.

9.3 LOCAL TOUR - LUSAKA AND EASTERN PROVINCES

(i) Non-deployment of Enough Government Teachers in Community Schools

The previous Committee observed that most of the community schools did not have enough Government teachers.

The Committee had recommended that the Government should institute a deliberate policy to provide qualified Government teachers at all community schools.

Executive's Response

It was reported in the Action-Taken Report that the Government took note of the Committee's recommendation and confirmed that a deliberate effort was being made to deploy qualified Government teachers at all community schools.

Committee's Observations and Recommendations

The Committee notes the response given by the Executive and awaits a progress report on what deliberate efforts have been put in place to deploy enough qualified Government teachers to community schools that have been absorbed by the Government. The Committee also seeks an update on the number of qualified teachers who have been deployed to these schools so far.

(ii) Lack of Desks and Learning Materials in most Community Schools

The previous Committee had observed that most community schools did not have enough desks, writing boards and other teaching materials.

The Committee had recommended that the Government should ensure that school materials like desks, writing boards and other teaching materials were supplied to all community schools in the country.

Executive's Response

It was reported in the Action-Taken Report that the Government took note of the Committee's recommendation. The Ministry of General Education would work at escalating support to community schools in the form of teaching and learning materials, writing boards and desks. A budgetary provision exists for that purpose.

Committee's Observations and Recommendations

The Committee notes the response given by the Executive and awaits a progress report on what specific support has been given to community schools in form of teaching and learning materials, writing boards and desks.

(iii) Lack of Equipped Classroom for Circumstantial Children

The previous Committee had observed that there was no equipped classroom for the education of circumstantial children.

The Committee had recommended 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 could be guaranteed. The Committee had also observed that there were no care-givers to circumstantial children in the correctional facilities. The Committee recommended that the Government should consider employing care-givers for the circumstantial children in the correctional service facilities since their mothers were required from time to time to do certain duties as inmates.

Executive's Response

It was reported in the Action-Taken Report that the Government took note of the Committee's recommendation and stated that modalities on how early childhood education (ECE) could be delivered in correctional facilities were being worked out. Once that process was completed, care-givers for the circumstantial children in the correctional facilities would be considered for ECE facilities only.

Committee's Observations and Recommendations

The Committee notes the response given by the Executive and awaits the introduction of ECE programmes for circumstantial children in the correctional facilities as well as an update on the possible consideration for care givers.

10.0 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

10.1 THE IMPLEMENTATION OF THE SCIENCE AND TECHNOLOGY POLICY IN ZAMBIA

(i) Review of the National Science and Technology Policy

The previous Committee had noted the response and awaited a progress report on the review of the policy.

Executive's Response

It was reported in the Action-Taken Report that the Government took note of the Committee's recommendation and reported that the National Science and Technology Policy review had reached an advanced stage and internal consultations with institutions under the Ministry of General Education had been completed. That had resulted in the development of a first draft. To support the policy review process, the Ministry of General Education had engaged the United Nations Conference on Trade and Development (UNCTAD) who would review the draft Science and Technology Implementation (STI) Policy document, and benchmark it with other countries. Thereafter, the draft STI Policy would be subjected to wider consultation through a validation process with all stakeholders before it could be submitted to Cabinet for approval. The validation exercise and Cabinet approval would be completed within two months of the finalisation of the benchmarking process by UNCTAD.

Committee's Observations and Recommendations

The Committee notes the response given by the Executive and awaits a progress report on the validation exercise and the subsequent approval of the STI Policy by Cabinet.

(ii) Inadequate Funding

The previous Committee had awaited an update on when the allocation to the education sector would be increased.

Executive's Response

It was reported in the Action-Taken Report that the Government took note of the Committee's observation and reported that it had engaged the Treasury on the need to increase the allocation

to the sector. However, due to the limited resource envelope and various competing needs such as health as well as water and sanitation, the increases to the sector had been gradual and it had been difficult to attain the financing parameters outlined in the various protocols.

Committee's Observations and Recommendations

The Committee resolves not to close the matter until a substantial increase to the education budget is recorded.

10.2 LOCAL TOUR TO LUSAKA, COPPERBELT AND NORTH-WESTERN PROVINCES

(i) Ndola Primary School

The previous Committee had awaited a progress report on the provision of funds for the construction of the laboratory and the procurement of the requisite materials and apparatus at Ndola Primary School.

Executive's Response

It was reported in the Action-Taken Report that the Government took note of the Committee's request and reported that a laboratory at Ndola Primary School was yet to be constructed when funds were available. Once funds were released, the Committee would be updated.

Committee's Observations and Recommendations

The Committee notes the response given by the Executive and awaits a progress report on the construction of the laboratory.

(ii) Equipment in the Metal and Woodwork Workshops

The previous Committee had requested for a progress report on the matter and requested that a timeframe be provided as to when the workshops would be adequately equipped.

Executive's Response

It was reported in the Action-Taken Report that the Government, through the Ministry of Higher Education, took note of the observation and recommendation of the Committee and reported that the workshops at Solwezi Trades Training Institute (SOTTI) were unsuitable for the kind of art equipment required for training learners under the two career pathway. In that regard, the Ministry had decided to construct new carpentry and joinery workshop using funds from the Skills Development Fund (SDF) before equipment could be procured. It was envisaged that tender processes would be completed in 2018 and construction works could be undertaken in 2019. The equipment for the workshops would, therefore, be procured before the end of the second quarter of 2020.

Committee's Observations and Recommendations

The Committee notes the response and seeks for a progress report regarding the construction of carpentry and joinery workshop that will be built in 2019 with funds from the Skills Development Fund.

(iii) Solwezi Skills Training Centre

The previous Committee had awaited a progress report on the construction of an additional workshop at Solwezi Skills Training Centre.

Executive's Response

It was reported in the Action-Taken Report that the Government took note of the recommendation of the Committee and reported that in line with the laid down procedures and processes for supporting institutions under the Skills Development Fund (SDF), a call for proposals on infrastructure and equipment was made and a number of institutions applied. One such institution was Technical and Vocational Teachers College (TVTC) in Luanshya which had been awarded K2 Million for state of the art equipment for its metal and woodwork workshops. The Ministry of General Education was assessing proposals from various other institutions, including Solwezi Trades Training Institute. As soon as that process was completed, the Ministry of General Education would commence the construction of an additional workshop for electrical engineering at SOTTI.

Committee's Observations and Recommendations

The Committee awaits a progress report on the construction of an additional workshop at SOTTI.

(v) Electricity Tariffs

The previous Committee had awaited a progress report on the provision of 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 had engaged ZESCO Ltd on the possibility of accessing concessional rates for institutions of learning and still awaited a response on the matter.

Committee's Observations and Recommendations

The Committee notes the response given by the Executive and awaits a progress report on the possibility of accessing concessional rates for learning institutions.

(vi) Disbursement of Bursaries

The previous Committee had noted the response given by the Executive and requested for a progress report on the timely disbursement of bursaries at Northern Technical College (NORTEC), Copperbelt University (CBU) and University of Zambia (UNZA).

Executive's Response

It was reported in the Action-Taken Report that the Government, through the Ministry of Higher Education, took note of the observation and recommendation of the Committee and reported that since the establishment of the Higher Education Loans and Scholarships Board, a marked improvement had been registered in the timely release of the bursaries to both CBU and UNZA. In 2018, no major delays had been recorded in that regard. The Ministry of Higher Education had also engaged the Treasury to ensure early release of the bursary funds for NORTEC and other Technical Education, Vocational and Entrepreneurship Training Authority (TEVET) institutions.

Committee's Observations and Recommendations

The Committee notes the response given by the Executive and awaits a progress report on early releases to NORTEC and other TEVET institutions which the Ministry of Higher Education had engaged the Treasury on.

(vii) Terminal Benefits

The previous Committee had awaited a progress report on the dismantling of terminal benefits for retirees at the University of Zambia, Copperbelt and Mulungushi Universities.

Executive's Response

It was reported in the Action-Taken Report that as set out in the Cabinet decision on the dismantling of debt for public universities, the Ministry of Higher Education had commenced a verification audit with the help of the Office of the Controller of Internal Audits at the Ministry of Finance to verify the true extent of the debt before commencement of the liquidation process. A provision of K197 Million had been allocated to addressing personnel related debt in public universities in the 2018 budget. Further, the Ministry of Higher Education had engaged all relevant stakeholders who had agreed that as soon as verification was complete, the liquidation of debt would be done in the following sequence:

- 1st Deceased Estates
- 2nd Retirees and
- 3rd Employees who were owed money (gratuity) but were still in the employment of the universities .

Committee's Observations and Recommendations

The Committee notes the response given by the Executive and awaits a progress report on what progress has been made on the liquidation of the debt at the three public universities.

(viii) Solwezi Boys' Technical Secondary School

The previous Committee had awaited a progress report on the recruitment of laboratory assistants at Solwezi Boys' Technical School.

Executive's Response

It was reported in the Action-Taken Report that Laboratory Assistants were yet to be deployed at Solwezi Boys' Technical Secondary School. The delay was because the Ministry of General Education had not been granted Treasury authority to recruit support staff such as Laboratory Assistants. The Committee would be updated.

Committee's Observations and Recommendations

The Committee notes the response given by the Executive and awaits a progress report on the recruitment of laboratory assistants at Solwezi Boys' Technical School.

(ix) Obsolete Equipment

The previous Committee had noted the response given by the Executive and requested for a progress report on the matter.

Executive's Response

It was reported in the Action-Taken Report that the Government was in the process of providing the school with new equipment, such as computers, when funds were released.

Committee's Observations and Recommendations

The Committee notes the response given by the Executive and awaits a progress report on the actual delivery of equipment to Solwezi Technical School.

(x) Zambia Agriculture Research Institute (ZARI)

The previous Committee had requested for a progress report on the matter, specifying the timeframe as to when professional staff would be recruited at ZARI.

Executive's Response

It was reported in the Action-Taken Report that the Government, through the Ministry of Agriculture, was actively engaging the Ministry of Finance and the Public Service Management

Division on the recruitment of staff at the Zambia Agricultural Research Institute (ZARI). The Ministry had been granted Treasury Authority and recruitment was expected to start in August, 2018.

Committee's Observations and Recommendations

The Committee notes the response given by the Executive and awaits a progress report updating the Committee on the recruitment of staff that is to be undertaken at the Zambia Agriculture Research Institute (ZARI).

(xi) Plant Quarantine Section

The previous Committee had noted the response given by the Executive and requested for a progress report on the matter.

Executive's Response

It was reported in the Action-Taken Report that on 10th August, 2015, the Ministry of Agriculture had written to the Ministry of Finance requesting that the Plant Quarantine and Phytosanitary Section (PQPS) at the Zambia Agricultural Research Institute be allowed to appropriate part of the revenue generated from the fees it collected. The Ministry of Finance was yet to grant the PQPS authority to retain a proportion of the revenue generated. Several interactions with the Ministry of Finance had taken place on that issue and the Ministry of Agriculture had continued to engage the Ministry of Finance on the issue and awaited a response.

Committee's Observations and Recommendations

The Committee notes the response given by the Executive with serious concern over the inordinately long time it has taken to resolve this matter. The Committee implores the Secretary to the Treasury to attend to this matter expeditiously and resolves to await a progress report.

10.3 FOREIGN TOUR TO RWANDA

(i) Need for Increased Budget Allocation to the Education Sector

The previous Committee had reiterated its recommendation that 20 per cent of the national budget should be allocated to the education sector. Further, the Committee requested for a progress report on the matter.

Executive's Response

It was reported in the Action-Taken Report that the Government had been making practical steps towards the progressive realisation of 20 per cent allocation to the education sector. Over the years, the Government had increased the education sector budget allocation from 17.5 per cent of the national budget in 2012, reaching 20.2 per cent in 2015. However, the percentage reduced in subsequent years to an average of 17 per cent. In 2018, the allocation stood at 16.1 per cent of

the national budget. Notwithstanding the above, the Government remained committed to increasing the budget allocation to the education sector as and when resources became available.

Committee's Observations and Recommendations

The Committee notes the response given by the Executive and awaits a progress report as to when the Executive would increase and stabilise the allocation to the Education Sector to at least 20 per cent of the national budget.

(iii) Purchases of ICT Components

The previous Committee had noted the response given by the Executive and urged the Government to ensure that purchases of all ICT components targeted at educational activities were duty free.

Executive's Response

It was reported in the Action-Taken Report that the mandate to waive duty lay with the Ministry of Finance. The Ministry had, however, written to the Ministry of Finance to engage them on the possibility waiving duty on all ICT components meant for educational purposes.

Committee's Observations and Recommendations

The Committee notes the response given by the Executive and awaits a progress report on the outcome of the engagement between the Ministry of General Education and the Ministry of Finance.

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

11.1 THE ROLE OF BOOK PUBLISHING AND DISTRIBUTION IN EDUCATION

(i) Book Policy

The previous Committee had requested for a progress report on the matter with a specific timeframe in which the policy would be finalised.

Executive's Response

It was reported in the Action-Taken Report that the Book Policy document was still in draft form as the original committee that drafted the document was dissolved due to manpower movements. A new committee was to be instituted. The Ministry's plan was that the final copy of the Policy would be ready by December 2019. The Ministry would continue to update the Committee on the matter.

Committee’s Observations and Recommendations

The Committee notes the response given by the Executive and awaits a progress report on the finalisation of the Book Policy.

(ii) Decentralised system of book procurement

The previous Committee had sought a further update on the matter.

Executive’s Response

It was reported in the Action-Taken Report that the Government, through the Ministry of General Education, was to decentralise the process of book procurement. The Committee would be updated if the Ministry saw the need to decentralise.

Committee’s Observations and Recommendations

The Committee notes the response given by the Executive and awaits a progress report on the route that the Ministry of General Education was taking regarding the decentralised system of book procurement.

12.0 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

12.1 THE STRUCTURE OF THE ZAMBIAN EDUCATION SYSTEM: FROM BASIC-HIGH SCHOOL TO PRIMARY-SECONDARY SCHOOL; OPPORTUNITIES AND CHALLENGES.

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

The previous Committee had requested for a progress report on the revision of the TEVET Policy, the Educating Our Future Policy and the development of the Higher Education Policy.

Executive’s Response

It was reported in the Action-Taken Report that the status on the two documents in respect of “National Education Policy and the Education Act” were tabled for validation at a national gathering held on Friday 3rd August, 2018. Observations, comments and recommendations were received and the consultant was finalising the said documents. It was expected that once the consultative process was completed, further processes would be followed to lead to them being operationalised. The Committee would be updated on the progress made.

Committee's Observations and Recommendations

The Committee notes the response given by the Executive and awaits a progress report on the steps towards revising the National Education Policy, "Educating Our Future".

(ii) Procurement and Distribution of Desks to Schools

The previous Committee had sought to await a progress report on the matter.

Executive's Response

It was reported in the Action-Taken Report that funds for procurement of desks in 2017/18 budgets were to be released by the Treasury. That had impeded the Ministry's quest to procure and distribute desks to schools countrywide.

Committee's Observations and Recommendations

The Committee notes the response given by the Executive and awaits a progress report on the actual procurement of desks.

12.2 LOCAL TOURS

(i) Upgrading of Dipalata Secondary School

The previous Committee had resolved to await a progress report on the matter.

Executive's Response

It was reported in the Action-Taken Report that while Dipalata Secondary School was upgraded, Phase II of constructing additional infrastructure had not commenced due to lack of funds. The Committee would be updated.

Committee's Observations and Recommendations

The Committee notes the response given by the Executive and awaits a progress report on the construction of the additional infrastructure at the school.

13.0 CONSIDERATION OF OUTSTANDING ISSUES FROM THE ACTION-TAKEN REPORT ON THE COMMITTEE'S REPORT FOR THE THIRD SESSION OF THE ELEVENTH NATIONAL ASSEMBLY

(i) Paul Mushindo University

The previous Committee had resolved to await an update on the placing of Paul Mushindo University upon completion.

Executive's Response

It was reported in the Action-Taken Report that due to untimely and inadequate disbursement of funds from the Treasury, and other consequential challenges encountered in the execution of the project, Paul Mushindo University had not reached completion. The project was below 50 per cent to complete and a decision on the placement of the University would be made when the University neared completion.

Committee's Observations and Recommendations

The Committee notes the response given by the Executive and awaits a progress report on the completion and the placement of Paul Mushindo University.

(ii) Evelyn Hone College- Radio and Television Licenses

The previous Committee had noted the response given by the Executive and requested the Government to clearly state the timeframe that had been set for the awarding of the radio and television licenses to Evelyn Hone College.

Executive's Response

It was reported in the Action-Taken Report that Evelyn Hone College submitted a formal request to the Independent Broadcasting Authority (IBA) for a television license. However, the application was unsuccessful and the Institution was requested to resubmit it in form of a proposal. That was done in July, 2018 and the Institution was awaiting consideration by the IBA Board which met quarterly and was scheduled to meet next in September, 2018. It was envisaged that should the application be successful, the license would be issued to Evelyn Hone College before the end of the year 2018.

Committee's Observations and Recommendations

The Committee notes the response given by the Executive and awaits a progress report on the issuance of the radio and television licenses for Evelyn Hone College.

14.0 CONCLUSION

Given the prominent and critical role played by information and communication technology globally, Zambian learners ought to be given an opportunity to acquire basic and in-depth computer skills at an early age within the education system so as to be able to integrate in the global village. The key findings of the Committee with regard to the teaching of computer studies were that most of the schools in Zambia lacked qualified teachers in information and communication technology (ICT) or computer studies in both primary and secondary schools as most of the serving teachers in both primary and secondary schools in the country were not trained to teach ICT and computer studies, which was affecting the teaching of computer studies. This arose as a result of the non inclusion of computer studies as a compulsory subject in the first

year of the teacher training programmes. Availability of computers in most schools was also a challenge. It was further, observed that even where computers were made available, there were no technical experts in schools who could service the computers and keep them serviceable. All these factors impacted negatively on the teaching of computer studies in the country.

Regarding the study on the provision of quality higher education in Zambia, it was highlighted that with the increasing demand for quality higher education, the Government of Zambia had put in place a legal framework that allowed the private sector to complement the Government's efforts in the provision of higher education. While this was commendable, and had led to a proliferation of private higher education institutions, it had also presented its own challenges in terms of the quality assurance in the provision of higher education in the country. In this regard, concerns were raised regarding the multiplicity of legislation governing the sub sector, too many regulatory bodies, weak mechanisms of determining and recognising new universities, uncoordinated syllabi in higher learning institutions as well as some university programmes not being responsive to the demands of the labour market.

The Committee on Education, Science and Technology made some far reaching recommendations on the two topical issues for consideration. Therefore, the Committee is confident that the Executive will act upon the findings and the recommendations contained in its Report as the country strives to achieve better outcomes from the education system.

Finally, the Committee expresses its gratitude to the Honourable Mr Speaker and the Clerk of the National Assembly 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, 2019
LUSAKA

APPENDIX I – 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)
Mr E Chilongu, Committee Clerk
Mrs M Kilembe, Personal Secretary II
Mr D Lupiya, Committee Assistant
Mr M Kantumoya, Parliamentary Messenger