

**REPORT OF THE COMMITTEE ON EDUCATION, SCIENCE AND TECHNOLOGY
FOR THE FIRST SESSION OF THE TENTH NATIONAL ASSEMBLY APPOINTED ON
8TH NOVEMBER, 2006**

Consisting of:

Dr S Chishimba, MP (Chairman); Mr O C Chisala, MP; Mr M J C Misapa, MP; Mr E M Munaile, MP; Mr G G Nkombo, MP; Mr A Sejani, MP; Mr B Sikazwe, MP; and Mrs F B Sinyangwe, MP.

The Honourable Mr Speaker
National Assembly
Parliament Buildings
LUSAKA

Sir,

Your Committee have the honour to present their Report for the First Session of the Tenth National Assembly.

Functions of the Committee

2. The functions of your Committee are as follows:
 - (i) to study, report and make recommendations to the Government through the House on the mandate, management and operations of the Ministries of Education and Science, Technology and Vocational Training and/or agencies under their portfolios;
 - (ii) to carry out detailed scrutiny of certain activities being undertaken by the Ministries of Education and Science, Technology and Vocational Training; departments and/or agencies under their portfolio and make appropriate recommendations to the House for ultimate consideration by the Government;
 - (iii) to make, if considered necessary, recommendations to the Government on the need to review certain policies and/or certain existing legislation; and
 - (iv) to consider any Bills that may be referred to them by the House.

Meetings of the Committee

3. Your Committee held twenty meetings during the year under review.

Procedure adopted by the Committee

4. Your Committee considered and adopted the following programme of work for 2007:
 - (i) study of the operations and regulation of private schools and tuition centres;
 - (ii) study on Zambia's attainment of the Millennium Development Goals (MDGs) on Education in relation to Education For All (EFA) by 2015;
 - (iii) study on the status of Academic Production Units (APU);
 - (iv) local tours of selected places related to the topical issues; and
 - (v) consideration of outstanding issues from the Action-Taken Report on the Committee's Report for 2006.

**PART I
TOPICAL ISSUES**

OPERATIONS AND REGULATION OF PRIVATE SCHOOLS AND TUITION CENTRES

Submission by Ministry of Education

The legislative and policy framework under which private schools and tuition centres operate

Private Schools:

5. Your Committee were informed that the legislative framework under which private schools operate is the Education Act, Chapter 134 of the Laws of Zambia. The applicable part is Part IV, Sections 13 to 18C. On the other hand, the policy on private schools is found in the Educating our Future, Education Policy Document, pages 137 – 140. Your Committee further learnt that the legislative framework under which private universities operate is the University Act No. 11 of 1999.

Tuition Centres:

Your Committee were informed that tuition centres did not appear under any category in the laws on education. The type of education institutions provided for under Part III of the Education Act, Chapter 134, of the Laws of Zambia are:

- (a) primary and secondary schools – currently being run by grant aided and private school operators;
- (b) basic schools - segmented as lower basic, grades 1-4; middle basic, grades 1-7 and upper basic, grades 1-9;
- (c) high schools – grades 10-12;
- (d) training institutes for teachers; and
- (e) higher education - (universities and other colleges).

Your Committee were informed that tuition centre owners had been advised by the Ministry of Education to register their centres as private schools under any of the categories mentioned above. This was because tuition could only be conducted by teachers in the established schools as remedial teaching for students/pupils who may be lagging behind in their studies.

Stakeholders' Concerns

The following stakeholders made submission to your Committee:

- (i) Ministry of Education;
- (ii) Zambia National Union of Teachers;
- (iii) Examinations Council of Zambia; and
- (iv) Saint Mary's Secondary School, Lusaka.

There was concern that tuition centres offering educational services, were not provided for under the current Education Act.

In this regard, some stakeholders were of the view that tuition centres should be registered as private schools in any of the categories provided for by the Education Act as had been suggested by the Ministry of Education. Further, outside tuition should only be conducted by teachers in the established schools as remedial teaching for students who may be lagging behind in their studies. However, other stakeholders were of the view that specific legislation should be enacted, either through amendment to the Education Act or by statutory instrument to provide for the existence and regulation of tuition centres.

Committee's Observations and Recommendations

Your Committee observe the following:

- i) the proliferation of tuition centres, which is the result of Government-employed teachers forming cartels for pecuniary gain, is as a result of the poor conditions of service for teachers;
- ii) the poor performance in most Government schools, as opposed to private schools and tuition centres, is as a result of excessive over-enrolment and overworked teachers;
- iii) the lack of school infrastructure to take up all eligible pupils has led to the two-tier system in most Government schools, thereby leading to reduced chances of remedial classes for pupils in these schools and negatively affecting quality; and
- iv) though tuition centres are providing an educational service, they are not provided for under the Education Act. Additionally, the current Education Act, which was enacted in 1966 when most of the phenomena currently being experienced in the educational system were unheard of, is out-dated and no longer able to serve the current needs in the educational sector.

From the above, your Committee recommend that:

- i) the conditions of service for teachers need to be revised realistically so that Government-employed teachers do not spend time meant for pupils in Government schools on private tuition in order to meet the basic needs for survival;
- ii) the Government should, as a matter of urgency, expand the school infrastructure at secondary and high school levels, to address issues of over enrolment, which result in teachers being overworked. Additionally, the Government should employ graduate teachers who are currently unemployed to ensure that there are enough teachers to offer quality education;
- iii) the Government should introduce a code of ethics for teachers in relation to their private tuition, which affects their work for which they are paid a Government salary;
- iv) there is need to revisit certification of private schools. Private schools in private residences should be closed and the proprietors of such schools should be encouraged to obtain land to build proper schools; and
- v) in view of the erosion of the concept of remedial work in Government schools, there is urgent need to bring a modern law in education that will address the current scenario.

ZAMBIA'S ATTAINMENT OF THE MILLENNIUM DEVELOPMENT GOALS ON EDUCATION VIS-À-VIS EDUCATION FOR ALL BY 2015

Submission by the Ministry of Education

6. Your Committee were informed that the Millenium Development Goals (MDGs), in relation to education, were:

- i) **Universal Primary Education:** ensure that by 2015, all children will be able to complete a full course of primary schooling.
- ii) **Gender Equality and Women Empowerment:** eliminate gender disparities in primary and secondary education by 2005 and at all levels of education by no later than 2015.

Whereas the Education for All (EFA) Goals were:

- i) **Early Childhood Care, Development and Education (ECCDE):** expanding and improving comprehensive early childhood care and education, especially, for the vulnerable and disadvantaged children;
- ii) **Universal Access and Completion of Free Basic Education:** ensuring that by 2015, all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory education of good quality;
- iii) **Life Skills:** ensuring that learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes;
- iv) **Adult Literacy:** achieving a 50% improvement in the levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;
- v) **Gender Equality:** eliminating gender disparities in primary and secondary education by 2015 with focus on ensuring girls' full and equal access to and achievement in basic education of good quality; and
- vi) **Quality:** improving all aspects of quality education and ensuring excellence.

Progress made by Zambia in achieving Education for All By 2015

Your Committee heard that the goal of Universal Access to Basic Education by 2015 was attainable for Zambia with a provision that all children aged 7 years and above would get into the formal schooling system by 2008. In 2005, only 50.6% of those aged 7 years enrolled in Grade 1. Although the system had excess capacity of 35% over and above that of school entrant age, most of the places were taken up by both older and younger children. Current levels of participation for those who were of the official age group stood at 94.77% and 92.68% for Grades 1-7 and Grades 1-9, respectively. Further, completion rates were 80.9%, 42.73 and 17.5% for Grades 7,9 and 12, respectively in 2005. The declaration of free basic education in 2002 by the Head of State had subsequently contributed to the improvements in participation and access.

With regard to gender equality, the country, over time, had demonstrated consistent gender equality at the Grade 1 entrance level. On the overall, in 2005, for Grades 1-7, for every 50 male pupils in school, there were a corresponding 49 female pupils. Since the target year was 2005, as a country, Zambia was marginally below the mark but within acceptable tolerance due to huge disparities in predominantly rural areas. For secondary education, there was 10 per cent more male pupils than female pupils. Therefore, unless there were radical measures, this goal was not in sight for Zambia at the high school level.

In relation to the pursuit of the Education for All Goals on Early Childhood Care, Development and Education (ECCDE), the Government was streamlining the provision of Early Childhood Care Development and Education by consolidating coordination of this sector. The mandate was shifted in 2004 to the Ministry of Education for coordination. Further, the Ministry would commence the provision of ECCDE to especially disadvantaged groups that could not be reached by the private providers.

Current national efforts on life skills were concentrated on ensuring that the curriculum for basic education and high schools was highly diversified with integrated life skills. A comprehensive national programme targeting all youths and young adults out of school was yet to be developed.

There had been an absence of an articulate policy framework for adult literacy in the country with a provision that had been fragmented. The Ministry of Education was mandated with the role of coordinating and spearheading the national adult literacy programme. Current efforts focused on the development of a policy framework. Estimated illiteracy rates stood at 30% in 2005 and at worst, these were projected to reduce to 15% while the most optimistic anticipation is to reduce it to 7.5% by 2015.

On quality, your Committee learnt that there had been mixed evidence of improved levels of learning achievement based on the results of national assessment. Increases in enrolment over the past four years have had no adverse impact on the quality of education being provided. There was, however, need for more empirical assessment of the levels of learning achievements in particular and quality of education in general.

Zambia in Relation to the Major National Quantitative Targets

- Net Enrolment Ratio in 2000 was 37.97% against the 100% that was projected for Grades 1-7.
- Net Enrolment Ratio in 2005 was 94.77%, which is marginally below the target of 100 per cent for those aged 7-13 to be enrolled in Grades 1-7.

Stakeholders' Concerns

The following stakeholders submitted before your Committee:

- (i) Ministry of Education;
- (ii) National Commission for UNESCO;
- (iii) Open Society Initiative for Southern Africa (OSISA);
- (iv) Zambia National Education Coalition;
- (v) Zambia National Union of Teachers;
- (vi) Education For All Secretariat;
- (vii) 80:20 Educating and Acting for a Better World;
- (viii) Sight Savers International, Zambia; and
- (ix) Zambia Episcopal Conference.

Some of the concerns raised by stakeholders were as follows:

- i) due to poor funding, there were challenges of adequate infrastructure and learning materials, insufficient numbers of teachers and training in education. With regard to infrastructure, Government has only built two high schools since the 1970s when the last public school was built. The number of Government colleges and training centres had remained static. The inadequate school facilities lead to education access being denied to pupils;
- ii) in some areas where facilities are available, these are under utilised due to certain beliefs and cultures leading to parents withdrawing their children from school either to get married or to undergo traditional rituals such as initiation. Additionally, some children

- are unable or unwilling to attend school as they are made to raise income for the family through street vending, cattle herding or fishing; and
- iii) current curriculum that has no direct impact on students who do not acquire relevant life skills that may be used when out of the school system, thereby leading to those who drop out of the school system at various levels not being able to contribute meaningfully to society.

Committee's Observations and Recommendations

Your Committee are generally of the view that Zambia will not be able to achieve most of the Education for All goals because of the following observations:

- (i) Zambia does not have a consolidated EFA plan, which was one of the recommendations from the Dakar World Education Forum to guide implementation and monitoring of EFA. An EFA strategic framework was developed but its position is unclear. As part of the institutional framework, an EFA secretariat had been put in place but this is no longer in operation. Additionally, on the policy front, Zambia is still struggling with the formulation of a clear cut policy on the implementation of EFA. Zambia has only developed a 'Strategic Framework for Implementing EFA', which to date is awaiting Cabinet approval. Secondly, implementation of programmes seems to be hampered by capacity limitations in the Ministry of Education, i.e. tender procedures, logistics and expenditure;
- (ii) the Ministry of Education recruitment and deployment of teachers was frozen in 2003-2004 as a result of higher wages implemented in 2003. However, even after hiring of teachers was resumed, the Ministry of Education has not, to date, employed enough basic school teachers in comparison with internationally accepted standards. At the Ministry of Education Joint Annual Review Meeting for 2006, in February 2007, it was reported that 7,100 Teachers were recruited of the targeted 10,000. The critical teacher shortage, especially in the rural areas, was acknowledged;
- (iii) Zambia is currently using the Education Act of 1966, which in your Committee's view is out-dated and has been over-taken by events. Review of the Education Act to which UNESCO, through the Zambia National Commission for UNESCO, contributed funds (2003-2004), ought to be quickly completed;
- (iv) funding to the education sector continues to be inadequate to meet the heavy investment needs in the education sector. The education proportion of Zambia's budget currently is between 2.9% and 3.2% of the Gross Domestic Product (GDP) and falls below the recommended minimum of 5% for Southern African countries. Financially, Government's expenditure on education, on a comparative basis of other low income African countries that are committed to achieving universal completion of primary education, is low when other countries allocate at least 25% of their GDP to education. The net effect of this shortfall is the poor quality of education currently being experienced;
- (v) the poor conditions of service for teachers and lecturers remain a huge challenge and a contributing factor to falling standards of education because teachers lack motivation; their housing, rural hardship and other allowances are never paid on time. This has made strikes an endemic feature of the education system; and
- (vi) the Government is in a hurry to implement the policy of education for all including for those with special learning needs, but has not taken the necessary steps to ensure that the needed materials and manpower is available. This has led to those with special needs being disadvantaged.

Based on the foregoing, your Committee recommend as follows:

- (i) the Government should put in place a consolidated Education For All (EFA) plan. Further, the Government should not rush into committing itself to protocols which they are not ready for and have no capacity to implement. When the Government does commit to protocols, the implementation of these must be localized to suit the Zambian needs and situation. Additionally, the practice by Government of engaging consultants who undertake studies and produce documents that are not implemented must stop;
- (ii) the Government must recruit and post all trained teachers upon completion of their course;
- (iii) the Education Act of 1966, which is currently being used, should be revised as soon as possible;
- (iv) more funding should be given to the education sector with the aim of allocating 25% of the Gross Domestic Product (GDP) to education. Once this is achieved, it will lead to many of the issues in education being resolved;
- (v) the Government must allocate resources to Early Childhood Education and Development (ECCED) in order to make meaningful headway on the issue;
- (vi) conditions of service of teachers must be improved with housing allowance being incorporated into the salary. Rural hardship allowance must not be withdrawn, but should be paid to all teachers in rural areas, and must be extended to all peri-urban areas; and
- (vii) until the Government is ready to provide the learning aids and specialized teachers, it would be best to continue the system of having special units in established schools for those with special learning needs.

THE STATUS OF ACADEMIC PRODUCTION UNITS

Submission by Ministry of Education

7. Your Committee learnt that Academic Production Units (APU) were started in the late 1980s on the Copperbelt by teachers in secondary schools, with a dual objective. One of the objectives was to raise extra funds by teachers to cushion the impact of the harsh economy. The other objective was to provide Grade 10 places for children who would have passed the examinations, but were not selected due to few places existing at Grade 10 in the secondary schools. Later, other provinces joined in the provision of this kind of education, which, in essence, was a type of the open learning secondary classes conducted at upper basic schools for grades 8 to 12.

Your Committee were informed that the Ministry of Education had embraced the scheme as one of the modes of education delivery. However, the regulation of this system required that APU classes should be one third of the regular classes. This kind of education is, however, not practiced in schools operated by missionaries.

Your Committee heard that the objectives were, and continue to be among others:

- (i) to supplement teachers' meagre salaries thereby boosting their morale and, consequently, reducing the brain drain; and
- (ii) to improve enrolment levels of pupils by creating more school places at high school level.

Current Status

Your Committee heard that APUs are currently being conducted as private schools within secondary schools. APUs take up 1/3 of the total morning classes intake. They operate in the afternoon. However, in some schools, APUs, are conducted in the morning where the headteacher has made special arrangements.

The teachers that teach APU classes are the same ones that teach in the morning in the Government secondary and high schools all round the country. Therefore, they have educational qualifications stipulated for recruitment of Government teachers. The teachers at primary school level need a minimum of a teaching certificate and a school certificate, a teaching diploma and a school certificate for Grades 8-9, and an advanced diploma and degree for Grades 10-12.

In terms of infrastructure, APU pupils used the same classrooms, workshops (for technical subjects), libraries and other facilities that exist in the school. APU pupils also use the education materials, e.g. textbooks, that the regular pupils.

Use of APU Resources

Your Committee were informed that in 2000, the Permanent Secretary, Ministry of Education, made the following guidelines on the channeling of APU money:

Teachers' Allowances	-	20%
Students' Requisites	-	30%
School Maintenance	-	50%

The Education Boards or Parents Teachers Associations (PTAs) were mandated to review the use of APU funds. Audited financial statements of accounts and financial reports were made accessible to stakeholders.

Remuneration of teachers depended on how many periods a teacher has taught. However, the administrators of the APU Scheme (the Head, Deputy Head, Supervisor/Coordinators) did not take part in the teaching but received allowances which were determined as follows:

- 10% of the highest paid teacher is paid to the Head.
- 5% of the highest paid teacher is paid to the Deputy Head.
- 2½% of the highest paid teacher is paid to the Supervisor/Coordinator.

Remuneration of supporting staff is at the discretion of each Education Board or PTA. Totals of allowances paid to individuals are remitted to ZRA for tax assessment.

Benefits of the APU Initiative

Your Committee heard that since inception of APU classes, the following benefits had been realised:

- (i) more places at Grades 8-12 had been created thereby increasing access to education for out of school pupils;
- (ii) the programme is a motivating factor to teachers and lecturers as it supplements their meagre incomes;

- (iii) the programme supplements Government efforts of school rehabilitation and acquisition of teaching and learning resources;
- (iv) the programme is affordable in terms of user fees thereby promoting Government policy of cost sharing;
- (v) the community has an alternative for the education of their children instead of private schools which are expensive; and
- (vi) the APU initiative had also answered the challenges of diversifying schools and colleges' income generating ventures to support schools and colleges in their every day functions such as paying for various bills (water, electricity and telephone) in line with financial regulations.

Government Position on the future of APU Classes

Your Committee were informed as follows:

- (i) policy guidelines were issued on APU in basic schools, which restrained them from carrying out enrolments for Grades 10-12; this information was available to all schools through a circular dated 3rd June 2004;
- (ii) schools intending to offer APU classes were challenged to ensure they had the following minimum requirements in terms of infrastructure:
 - a) laboratory with suitable equipment for the teaching of sciences;
 - b) specialised rooms for teaching of practical subjects;
 - c) existence of a library; and
 - d) adequate furniture commensurate to school enrolment;
- (iii) only a third of the school's total enrolment was allowed to be admitted to the APU classes. Furthermore a directive was issued that there should be 35 pupils for Senior classes and 40 pupils for Junior classes.

Stakeholders' Concerns

The following submitted on the topic:

- (i) Ministry of Education;
- (ii) Secondary Schools Teachers' Union;
- (iii) Education For All Secretariat; and
- (iv) Zambia National Education Coalition.

Some of the concerns expressed by stakeholders include:

- i) the Education Act recognised three categories of education institutions, namely;-grant-aided, Government and private schools. The placement of the Academic Production Unit system in this framework is unclear. The legality of the practice needs to be established;
- ii) it has been observed that the introduction of APUs, and, subsequently, the use of the same classroom space as the regular classes had contributed to the reduction of contact time between teachers and pupils in regular classes. This had an effect on the coverage of the syllabus and would promote teaching for the purposes of preparing pupils for examinations. Further, the APU classes had impacted negatively on remedial lessons as the teachers and space were taken up by APUs;

- iii) since the same teachers handled both the regular and APU pupils, the level of attention to the individual learning needs of pupils was less likely to be addressed as the teachers were overloaded and fatigued. This, therefore, affected teacher productivity and the quality of teaching. Moreover, the additional responsibility had an effect on the teachers' lesson preparation time and monitoring of pupils performance progress;
- iv) there was no regulation on the fees charged by the schools providing APU classes and these, in some cases, had tended to be prohibitive;
- v) the establishment of APU classes alongside the regular schools, with different entry requirements, had created a perception of these classes to be for second class students, thereby affecting the student/teacher performance and or output levels;
- vi) in addition to the APU classes having less lesson hours in a week compared to the regular classes, the pupils in APU classes were subjected to the same conventional teaching methods and approaches as the pupils in the regular classes. This may not be appropriate given that a good number of pupils in the APU classes were slow learners. Moreover, the pupils in APU classes, as already stated elsewhere, receive limited teaching and learning support. The APU system, therefore, posed concerns, in relation to teaching methods and approaches which needed to be addressed;
- vii) the APU classes had a different administrative and management mechanism which detached the School Heads from direct supervision and management of the APU classes at the school. This had contributed to the poor performance levels both by the pupils and the teachers, and education quality was, therefore, compromised;
- viii) the charging of fees under APU went against the emerging global trend by governments to provide universal and free education. Both APU pupils and those from regular classes were supposed to be subjected to same conditions, since the two categories were both enrolled under the Government system. The higher fees that were imposed on APU pupils were not only discriminatory, but also did not reflect the principles of equity as espoused in the Ministry of Education Strategic Plan;
- ix) all other academic and co-curricular activities that used to take place during the afternoon were abolished or had to be done away with under private arrangements between the concerned teachers and the pupils in order to ensure that the classrooms were used by APUs;
- x) learning had been seriously affected by over enrolment in APU classes. The enrolment levels for APUs where pupils were not regulated as long as the pupils met the minimum academic and financial requirement for enrolment resulted in over-enrolment. Over-enrolment had exerted undue pressure on members of staff and institutional facilities and congestion during examinations;
- xi) APU classes were being organised and conducted even where facilities did not exist, especially, at basic school level. Basic schools started making enrolment for Grades 10-12 despite inadequacies in teaching staff and other facilities such as science laboratories, laboratory equipment and other specialised rooms for teaching of other practical subjects such as technical drawing, metal work, wood work, etc; and
- xii) inadequacies were noticed in the way the financial resources were utilized by the school authorities.

Committee's Observations and Recommendations

Your Committee observe the following:

- (i) the Academic Production Unit (APU) is not a system, but a stopgap measure or an ad hoc basis aimed at temporarily resolving the problem of access to upper basic and high school education by learners who, in the majority of cases, are qualified, but can

not access a place in Grades 8 to 12. This was an initiative of teachers and parents that addressed to some extent the issues of access and conditions of service for teachers. However, this system has caused disarray in aspects of teaching, learning and education analysis such as: teacher/pupil quality, pupil-teacher ratios, pupil-book ratios, teacher-pupil contact time, assessment, evaluation, remedial work;

- (ii) from a legal viewpoint, APU does not exist, as it is not expressly provided for under the Education Act or any other piece of legislation; and
- (iii) the APU system had been sustained because of the prospects of gaining additional income both by the teachers and the schools and is a symptom of Government's failure to provide school places and decent conditions of service for teachers.

Therefore, you Committee, taking cognizance of the fact that Academic Production Unit (APU) is not legally provided for in the Act and are of the opinion that the Government cannot institutionalise a deficiency as a consequence of its failure to provide education access to all and also as a result of its inability to pay teachers a decent wage.

In this regard, the Government should create conditions that will see the phasing out of the Academic Production Units (APUs) by creating the appropriate conditions in the education sector, namely, the construction of more schools that will increase access and paying teachers a decent salary.

PART II TOURS

Tour Overview

8. Your Committee toured the following:

- (i) Mbulu Upper Basic School, Mbala;
- (ii) Mbala High School, Mbala;
- (iii) Mulambe Community School, Mungwi;
- (iv) Mungwi Technical High School, Mungwi;
- (v) Chileshe Chepela School, Kasama;
- (vi) Sekela High School, Chingola;
- (vii) Kitwe College of Education, Kitwe;
- (viii) Zambia College of Distance Education, Luanshya;
- (ix) Ndola Girls High School, Ndola;
- (x) Dora Tamane School, Lusaka;
- (xi) Excel Tuition Center, Lusaka; and
- (xii) Zambia Institute of Special Education, Lusaka.

Mbulu Upper Basic School, Mbala

Your Committee observe that:

- (i) there has been a drastic reduction in funding to the current amount of K436,000 grant;
- (ii) the school does not have any staff residential accommodation and has inadequate classroom space resulting in overcrowding;
- (iii) there is lack of teaching and learning materials for the visually impaired pupils and teachers;

- (iv) the school does not have an accounts officer and its auxiliary staff are not on the Government payroll, but are paid by the Parents Teachers Association; and
- (v) the school has inadequate furniture.

From the above, your Committee recommend that the funding to this institution be increased to a realistic figure so that all the above concerns can be addressed.

Mbala High School, Mbala

Your Committee observe that:

- (i) the school is not sufficiently staffed in certain subjects and has only one degree holder. Consequently, quality is compromised;
- (ii) there are school going pupils from the APU who have been forced to rent accommodation in the surrounding compound in order for them to access school; and
- (iii) the school has been twinned with a Swedish school that has been donating to the extent of K70 million towards the improvement of the school.

Mulambe Community School, Mungwi

Your Committee were impressed with the overwhelming community support and involvement in this school. Conversely, they note the general lack of Government support and the fact that all teachers at this school are untrained volunteers.

Mungwi Technical High School, Mungwi

Your Committee observe the following:

- (i) the school, which was built to accommodate about 400 pupils, is currently enrolled with almost 2000, leading to overcrowding and a strain on facilities, i.e., bed space and sanitation pressure worsened by the school employing only two sanitary workers;
- (ii) this technical school has machinery and equipment which is old and obsolete;
- (iii) the 'free education' pronouncement by the Government has led to parents refusing to contribute to user fees. This, in addition to the drastic decrease in grants has led to the school not having sufficient resources to manage its affairs;
- (iv) the school has no dining hall, leading to pupils eating their meals from a slab and under trees; and
- (v) the scrapping of the rural hardship allowance for members of staff at this school using the post office rule, is an anomaly.

Chileshe Chopela Special School, Kasama

Your Committee observe that, although this is a grant-aided school, Government support has been negligible and it lacks hostel accommodation for its physically handicapped pupils. Additionally, the school requires upgrading to grade 12.

Sekela High School, Chingola

Your Committee observe the following:

- (i) the School runs from grades 8 to 12, but is referred to as a high school;

- (ii) the Academic Production Unit has been institutionalized at this particular school with the APU pupils comprising 50% of the regular classes and good results being obtained;
- (iii) there is lack of availability of text books with a 1:40 book to pupil ratio;
- (iv) pupils in Chingola with marks above the cut-off point opted to enrol under the APU at Sekela due to the perceived good results. The stigma of APUs does not exist because they are academically strong compared to other pupils in regular schools; and
- (v) the APU has contributed towards the procurement of decent furniture for all schools conducting APUs visited by your Committee.

Kitwe College of Education, Kitwe

Your Committee observe the following:

- (i) the new ZATEC approach being used to train teachers has problems as it lacks content and emphasizes methodology;
- (ii) the bursary scheme to assist the vulnerable is insufficient;
- (iii) the college has a small library that is not well stocked and is ill equipped in the computer section;
- (iv) materials being used by trainee teachers differ from those being used in the field, resulting in problems in delivery;
- (v) the college lacks teachers of music and physical education;
- (vi) the academic qualifications of lecturers are low and need up-grading while conditions of service are poor;
- (vii) the failure rates in science and mathematics are very high; and
- (viii) teaching practice students in the field are not monitored by the college due to logistical problems.

Zambia College for Distance Education (ZACODE), Luanshya

The following is observed by your Committee:

- (i) the infrastructure is generally dilapidated;
- (ii) the number of students has reduced from about 3,000 to around 500;
- (iii) there is a high turn-over of lecturers. There is also a shortage of staff, with only six employed out of an establishment of eighteen;
- (iv) printing facilities are obsolete and the college is currently using photocopiers;
- (v) the distance learning fees are low;
- (vi) the college conducts Academic Production Unit classes;
- (vii) the college works with District Education Secretaries who have other duties to perform;
- (viii) the college lacks transport; and
- (ix) the pilot project on distance learning only covers two districts on the Copperbelt.

Ndola Girls High School

Your Committee were informed that the construction of this school commenced in January, 2005 and was due for completion on 31st August, 2007. This school, which was close to completion at the time of your Committee's tour, has been constructed at a cost of US\$4.2 million from the

OPEC fund. Your Committee were informed that the Government intends to build similar schools in all the provinces.

The school has, *inter alia*, the following facilities:

- (i) 5 x 1 x 3 classrooms blocks;
- (ii) 3 x 1 x 2 science laboratories;
- (iii) 12 dormitories with capacity of 48 pupils each;
- (iv) computer and technical laboratories;
- (v) wood workshops;
- (vi) 35 teachers houses;
- (vii) 6 boreholes; and
- (viii) a clinic, an assembly hall and dining rooms.

Your Committee observed that this school is of high quality and has been constructed to very high standards.

Dora Tamane School, Lusaka

Your Committee observe that this private school runs classes from pre-school to grade 12, contrary to Government policy and guidelines that emphasize the separation of young children from older ones. Additionally, there are no exits from all classrooms, some of which are connected to each other, but with only one exit. There is also the issue of lack of adequate ventilation. Your Committee, in this regard, are concerned that, in case of a fire, or any other problem, it would be difficult to evacuate children in these classrooms. On the issue of poor ventilation, your Committee's concern is that the health of the children is at risk.

Excel Tuition Centre, Lusaka

Your Committee observe that Excel Tuition Centre, like other tuition centres, is not provided for under the Education Act and is, therefore, not regulated by any institution. In this regard, your Committee note that the Government proposes that these be registered as private schools and not as tuition centres. However, it takes too long for Government to register these.

Zambia Institute for Special Education (ZAMISE), Lusaka

Your Committee observe the following:

- (i) the machinery under industrial art has no back up and there is machinery that is non-operational;
- (ii) the institution has no dining hall; and
- (iii) the institution has no transport.

Committee's Observations and Recommendations

Arising from the tour, your Committee recommend as follows:

Private Schools and Tuition Centres

- (i) tuition centres should be regulated by law;

- (ii) there is need to reinforce the regulation of private schools, through a strong and capable inspectorate. Private schools in breach of regulations should be closed;
- (iii) there is need to have continuous registration of private schools throughout the year as opposed to having this once a year; and
- (iv) there is urgent need to amend the current Education Act, which was enacted in 1966, so as to make it relevant to the current educational needs of Zambia.

Education For All

- (i) there is need for the budget for the social sector, especially education, to be increased;
- (ii) new infrastructure in education is required if Education For All (EFA) goals have to be achieved. Additionally, there is need for a recognizable fund which will operate on the lines of ZAMSIF, which is not hidden under sector pool, for school infrastructure development and maintenance;
- (iii) there is need to retain teachers by improving their conditions of service, especially, through the availing of house loans from the date of appointment;
- (iv) special education units should be re-opened;
- (v) the circular withdrawing teachers rural hardship allowances should be withdrawn;
- (vi) the Zambia Institute of Special Education should be converted into a university college and customized to accommodate persons with special needs;
- (vii) special units, with specialized teachers and the necessary learning materials should be introduced in most high schools for those with special needs in each province;
- (viii) recruitment of teachers should be continuous and on-going;
- (ix) in its current state, with unqualified teachers and lack of necessary facilities such as laboratories, the basic school system is not working and impacts negatively on quality. If the Government is unable to expeditiously address these two issues, it would be better reverting to the old system of secondary schools;
- (x) the Government should conduct a study to determine the total number of children eligible to be in school as well as those that are not in the school system;
- (xi) the trend of spending money on unnecessary workshops by the Government has to be curbed and the money channeled to better priorities; and
- (xii) the Government should expedite the building of technical schools, similar to Ndola Girls School, in the remaining eight provinces. In this regard, this should be done by the year 2011 and the same construction standards should be maintained.

Academic Production Units (APUs)

Your Committee recommend that there is need for a clear Government policy on APUs, bearing in mind the need to improve teacher's conditions of service and the expansion of school infrastructure.

PART III

CONSIDERATION OF OUTSTANDING ISSUES FROM THE ACTION TAKEN REPORT ON THE COMMITTEE'S REPORT FOR 2006

DEVELOPMENT OF INDIGENOUS TECHNOLOGIES AND THEIR APPLICATION

9. In closing some matters, your Committee seek further clarifications on the matters set out below.

- (i) Your previous Committee had recommended that Government should treat research and development as a priority if the country was to move forward and that the Government should give clear policy directives regarding its position on research and development with relation to patenting, protecting, commercialization and use of technological discoveries;

In response, the Executive stated that Government had dedicated a chapter in the Fifth National Development Plan (FNDP) on Science and Technology. The priority under the Science and Technology chapter is the programme on research and development.

The National Science and Technology Policy's overall objective with respect to research and development is to recognise science and technology as a key economic sector. The Government, through the Ministry of Science and Technology and Vocational Training is spearheading the formulation of the intellectual property rights policy that will factor in issues of patenting.

The National Technology Business Centre was established with the purpose of commercializing research products, interventions and innovations. To this end, the Centre has been popularising indigenous technologies such as the soya processing machine in Kalulushi, the Mungongo nutcracker, moringa herbal tea, Jatropha soap, mungongo oil, etc.

Committee's Observations and Recommendations

Your Committee wish to be availed a progress report on the formulation of the intellectual property rights policy. They further wish to know the extent of commercialisation of the afore mentioned indigenous products.

- (ii) Your previous Committee recommended that Government should invest in research and development by ensuring sufficient funding, not only for research and development, but also for staff development and training;

The Executive responded that the Ministry had, in the meantime, allocated K1.7 billion in this year's budget to develop and implement the Science and Technology Development Programme as well as to provide funds for strategic research. The Ministry also budgeted for K500 million to procure research equipment.

Furthermore, staff development has been identified as critical and the following measures in the FNDP have been proposed to develop and retain qualified Science and Technology personnel:

- (a) improve conditions of service for R and D personnel;
- (b) re-engage retired experienced Science and Technological staff to impart knowledge to young scientists; and
- (c) linking support in staff development for R and D institutions to approved training programmes.

Meanwhile, the Ministry had invested in staff training. For example, scientists from the National Institute for Scientific and Industrial Research (NISIR) were trained in Norway and these were the staff who would operate the Genetically Modified Organisms (GMOs) laboratory at NISIR, Chilanga. The Ministry also offered a bursary in Science to increase

manpower in Science and Technology.

Committee's Observations and Recommendations

Your Committee wish to know if and what type of equipment has been procured with the K500 million. Further, they wish to know if other scientists, apart from those in the field of GMOs, have been trained.

- (iii) Your previous Committee had recommended that Government should recapitalize, rehabilitate and maintain all research infrastructure;

Your Committee were informed in the Action Taken Report that the Ministry, using HIPC funds, had rehabilitated the laboratories at NISIR Chilanga and NISIR HQ at a cost of more than K2 billion. The Ministry has also equipped the laboratories with state of the art equipment. In addition, the Ministry has committed K800 million in this year's budget to rehabilitate research infrastructure.

Committee's Observations and Recommendations

Your Committee wish to know when other research institutions, apart from NISIR, will be recapitalised and rehabilitated.

- (iv) Your previous Committee had recommended that those discoveries that were gathering dust should be put to use.

The Executive responded that various technologies had been developed in areas such as post harvest processing, plant tissue culture, industrial minerals benefaction, etc which were not fully utilized. The NTBC, as stated earlier, with improved financing would commercialise and facilitate adoption of these discoveries.

Committee's Observations and Recommendations

Your Committee wish to know the current status quo of discoveries that had previously been abandoned.

OUTSTANDING ISSUES FROM THE REPORT FOR 2005

INFRASTRUCTURE FOR THE NATIONAL COLLEGE FOR MANAGEMENT AND DEVELOPMENT STUDIES

Your previous Committee had wished to be availed an explanation on the disparity between the K8 billion mentioned in the Action-Taken Report and the amount of K3,073,712,487 provided in the Yellow Book and whether any meaningful rehabilitation would take place with the amount in particular the following:

- (a) *Library* - Whether the Library would be expanded as promised.
- (b) Progress report on the K300million HIPIC Funds.

In response, the Executive explained that the Government had continued with the initial plans to transform the College into a university by focusing on the infrastructure development needs as a priority. These include targets that may need rehabilitation or to be constructed to provide

adequate facilities for the institution, calling for heavy capitalisation.

The College required adequate funding to accomplish its development plans in terms of infrastructure development. According to the Ministry's plan, at the end of 2005, K8 billion was targeted for the college, of which K6 billion was to go towards infrastructure development. However, in 2006, the Ministry of Education allocated a total of K13 billion to the College. This translated to a 62.5 per cent increase from 2005. In this regard, the College would be able to carry out some meaningful rehabilitation of some of its infrastructure as this process was ongoing.

Furthermore, a team led by the Head of School, Infrastructure Section, visited the college to assess the capacity of the college infrastructure to accommodate the third university. The team made the following preliminary recommendations which the ministry intended to embark on beginning in the last half of 2006:

- (a) create additional space for the expected students to be enrolled in the various degree programmes. This required redesigning of hostels, at least twenty of the ninety-eight incomplete structures. It was expected that 200 single occupancy rooms would be created;
- (b) rehabilitate the kitchen and cold room; extend the dining room and procure cooking equipment;
- (c) procure fifty computers for use in the library to enhance accessibility to reference materials via internet to complement the lean stock of reading materials in the library; and
- (d) improve the water reticulation as the college did not have sufficient water to cater even for the existing number of people at the institution.

Library Facilities

The college had been provided with about K13 billion to cater for, among other things, infrastructure improvement through rehabilitation and construction. This would include the expansion of the existing library facilities. Currently, the College had a small library designed to cater for a capacity of 64 students while it was expected that there would be more than 450 students and additional users from outside. The College library had no computers and was stocked with old books and journals. Measures, therefore, had been planned to expand the library and stock it with more updated reference materials. It is also planned that 50 computers would be procured and connected to the internet to provide access to latest book materials and journals for students research.

Committee's Observations and Recommendations

Your Committee wish to be availed a progress report on the matter.

K300 million HIPC funds

HIPC funds meant to mitigate the water reticulation problems of the College were still available in the bank. Only a portion of the K300 million was used in an attempt to raise the weir after the College authorities had engaged a consultant to redesign the weir on the Mulungushi river to enable the dam store more water but, unfortunately, Lunsemfwa Hydro Power Station put up an injunction to the National Water Development Board. This stalled the plan of works to improve the water situation at the institution. However, the College authorities had also engaged a consultant to carry out feasibility studies to determine the negative impacts, if any, for the weir to

be raised on the Mulungushi river. All these efforts could not yield any immediate course of action by the College because the company recommended that another consultant be engaged to carry out the feasibility studies of the impact on the proposed weir improvement.

The College Council had, therefore, recommended that permission to vary the funds be granted so that the funds could be utilised on other priority areas of the college instead of keeping the funds in the bank. The Ministry supported this idea since there were many competing needs that the College needed to attend to as preparations for the transformation of the college into a Third Public University was drawing closer while waiting for a solution to the problem of water reticulation.

Committee's Observations and Recommendations

Your Committee wish to be availed a progress report on the matter.

MANSA TRADES TRAINING INSTITUTE

Your previous Committee wished to be availed a definite time-frame when a Principal would be employed because the absence of a Principal affected the administration of the institution.

In response, the Executive stated that interviews for the posts of Principal and Vice Principal were arranged. However, candidates for the post of Principal did not turn up and gave no reasons for withdrawing from the selection process. The successful candidate who had been picked for the post of Vice Principal was, therefore, appointed to act as Principal.

Committee's Observations and Recommendations

Your Committee request a progress report on the issue.

CONCLUSION

10. In conclusion, your Committee wish to express their gratitude to you, Mr Speaker, and the Office of the Clerk of the National Assembly for the support rendered to them since the inception of your Committee. They are indebted to all witnesses who appeared before them for their co-operation in providing the necessary memoranda and briefs. Your Committee are hopeful that the observations and recommendations contained in this report will go a long way in improving the education, science, technology and vocational training sectors in Zambia.

August 2007
LUSAKA

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CHAIRPERSON