

**REPORT OF THE COMMITTEE ON EDUCATION SCIENCE AND
TECHONOLOGY FOR THE FOURTH SESSION OF THE ELEVENTH NATIONAL
ASSEMBLY, APPOINTED ON THURSDAY 25TH SEPTEMBER, 2014**

Consisting of:

Dr C K Kalila, MP, Chairperson; Ms S Sayifwanda, MP; Mr B Mutale, MP; Mr C Miyanda, MP; Mr K K Hamudulu, MP; Mr E C Musonda; MP; Mr H Kunda, MP; and Mr S Mushanga, MP;

The composition of your Committee changed when Mr S Mushanga, MP, was appointed Deputy Minister and was replaced by Mr M Mumba, MP.

The Honourable Mr Speaker
National Assembly
Parliament Buildings
LUSAKA

Sir,

Your Committee has the honour to present its Report for the Fourth Session of the Eleventh National Assembly.

Functions of the Committee

2.0 In accordance with National Assembly *Standing Order No 157*, the functions of your Committee are to:

- (i) study, report and make appropriate recommendations to the Government through the House on the mandate, management and operations of the Ministry of Education, Science, Vocational Training and Early Education and of departments and/or agencies under its portfolio;
- (ii) carry out detailed scrutiny of certain activities being undertaken by the Ministry of Education, Science, Vocational Training and Early Education and of departments and/or agencies under its portfolio and make appropriate recommendations to the House for ultimate consideration by the Government;
- (iii) make, if considered necessary, recommendations to the Government on the need to review certain policies and/or certain existing legislation relating to the Ministry of Education, Science, Vocational Training and Early Education;
- (iv) examine annual reports of the Ministry of Education, Science, Vocational Training and Early Education and departments and agencies 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; and
- (v) consider any Bills that may be referred to it by the House.

Meetings of the Committee

3.0 Your Committee held twelve (12) meetings during the Session. Your Committee's Report is in four parts. *Part One* is the consideration of the topical issue; *Part Two* is on the foreign tour; *Part Three* is the consideration of the Action-Taken Report on your Committee's Report for the Third Session of the Eleventh National Assembly and *Part Four* is the Action-Taken Report on the Committee's Report for the Second Session of the Eleventh National Assembly.

Programme of Work

4.0 Your Committee adopted the following programme of work:

- (i) consideration of the Action-Taken Report (ATR) on the Committee's Report for the Third Session of the Eleventh National Assembly;
- (ii) consideration of New Topical Issue;
- (iii) foreign tour; and
- (iv) consideration and Adoption of the Committee's Draft Report for the Fourth Session of the Eleventh National Assembly.

Procedure Adopted

5.0 In order to gain insight into the inquiry, your Committee interacted with the following stakeholders:

- (i) Ministry of Education, Science, Vocational Training and Early Education;
- (ii) University of Zambia (UNZA);
- (iii) University of Zambia Lecturers and Researchers Union (UNZALARU)
- (iv) University of Lusaka (UNILUS);
- (v) Copperstone University;
- (vi) Copperbelt University (CBU);
- (vii) Mulungushi University;
- (viii) Cavendish University (CUZ);
- (ix) University of Africa (UoA);
- (x) Zambia Federation of Employers;
- (xi) Rusangu University;
- (xii) Zambia Catholic University (ZCU);
- (xiii) National Institute of Public Administration (NIPA);
- (xiv) Northern Technical College (NORTEC);
- (xv) Lusaka Apex Medical University (LAMU);
- (xvi) Zambia Institute of Advanced Legal Education (ZIALE);
- (xvii) Technical and Vocational Education Training Authority (TEVETA);
- (xviii) Northrise University College;
- (xix) City University College of Science and Technology;
- (xx) Cavendish University Zambia; and
- (xxi) Kenneth Kaunda Metropolitan University College.

PART I

TOPICAL ISSUE: *"The Delivery of Education in Institutions of Higher Learning."*

Background/Rationale

6.0 Over the years, Zambia has seen a rapid increase in the number of institutions of higher education, with private institutions out-numbering public ones. This has been largely due to the high demand by the citizenry for higher education and the inability by the public institutions to meet it. Many stakeholders contend that the mushrooming of private universities and colleges in the absence of a national body to superintend over them, has resulted in the poor quality of education being offered. Citizens had hoped that the establishment of the Higher Education Authority, under *the Higher Education Act of 2013*, would be a panacea to this malady, but it was yet to be seen how it would function when it is fully operationalised.

Objectives

The objectives of this inquiry were to assess:

- (i) the quality of education being offered in institutions of higher learning;
- (ii) hindrances/ challenges to the delivery of quality education in institutions of higher education;
- (iii) the programmes offered in institutions of higher learning in relation to the staffing levels, qualifications of staff and availability of teaching and learning materials; and
- (iv) the way forward for the improvement of education delivery in institutions of higher learning.

Summary of Submissions by Stakeholders

7.0 Your Committee received and considered oral and written submissions from stakeholders as set out below.

7.1 *The quality of education being offered in institutions of higher learning, particularly private ones*

Your Committee was informed that the last decade had experienced an increasing demand for access to higher education by the general citizenry. This had made higher education to shift from being the service of the elite to a service open to the general citizenry. For many years, Zambia had only two (2) public universities, namely, the University of Zambia and Copperbelt University. This had changed and now there were about eight (8) public universities of which five (5) were operational. Your Committee was informed that quality had become an issue especially after the entrance of private providers and trans-national universities. Further, the Government had drastically reduced funding to public tertiary learning institutions despite the increasing demand for higher education. This had caused a decline in the quality of graduates. Before the liberalization of the education sector, higher education was a preserve of the Government, but as the number of students who qualified for higher education increased, public higher education institutions could not cope with the demand. The private sector moved in, some with the hope of cashing in on the demand for higher education qualifications and others with a genuine desire of improving quality and

accessibility, but they had unfortunately equally fallen short of the stakeholders' expectations. Further, your Committee was informed that the Higher Education Authority was established by the *Higher Education Act No.4 of 2013*, whose functions include the promotion of quality in higher education institutions.

Your Committee further learnt that in any kind of economic activity, there were three (3) fundamental factors of production: land, capital and labour. Of the three, labour was unique in the sense that it took time to develop and tended to be industry-specific, as each industry required specialised skills. Zambia as a country was well endowed with land and since opening up to Foreign Direct Investment the country had seen a rise in the inflow of capital making it relatively more available. Unfortunately, the third factor of labour was not as straight forward as perceived. There was a general agreement that certain skilled labour was in short supply in Zambia.

Your Committee learnt that with regards to employable skills, there was growing concern among employers regarding the lack of practical skills to meet the needs of industry among youths graduating from training institutions. The general feeling was that graduates were leaving training institutions with theoretical knowledge whilst lacking the practical skills that would make them productive immediately they were 'offloaded' onto the labour market. It was the opinion of employers that graduates of higher learning institutions, including colleges and universities, lacked 'employability skills'. Arguably, this could be seen as a deficiency in the quality of training.

In addition, your Committee was informed that a consultative workshop was held on 12 June, 2013, at Moba Hotel in Kitwe, to discuss the issue of collaboration between the training institutions and the employers. Twenty-one (21) employers and twelve (12) training institutions were present. The two sides generally agreed that the quality of tertiary education in Zambia left much to be desired. The difference between the two sides came in when one asked what the causes of the deficiency were. Each side tended to point fingers at the other. The employers argued that training institutions did not consult them to tailor their curricula to the needs of industry. Conversely, training institutions argued that it was the industry that was not paying attention by not participating in the training as well as not giving feedback on the training needs. Training institutions also argued that employers had not been making projections in terms of their skills requirements which could be fed into the national training programme.

The employers argued that Zambia had seen the rapid mushrooming of tertiary training institutions that were principally profit driven. This had resulted in an education system that was supply-driven in the sense that people were being trained without regard to which professional or technical skills were actually in demand in industry. A good number of private training institutions, did not seem to be taking into consideration any industry demand trends on skills, for as long as there was 'demand' from the prospective students.

On the quality of education offered, your Committee learnt that the question of what quality of education was being provided in institutions of higher learning could be

answered differently by the employers and trainers. From the perspective of employers, the answer would be that the quality left much to be desired because the graduates lacked the necessary employability skills that could make someone instantly productive upon employment. The system seemed to emphasise the theoretical side of the training at the expense of practice. The little, or no practical training rendered to graduates resulted in them being unable to apply themselves instantly to the practical realities of employment.

However, the same question viewed from the side of training institutions could be answered more moderately. Trainers seemed to believe that the quality of training was acceptable, although there were challenges or inadequacies in certain skill requirements. The training institutions were always quick to point out that there were a number of challenges that they faced, hence their output was reasonable in light of those challenges.

On the mechanisms in place to assure quality, some institutions insisted that they always endeavoured to offer quality education by having qualified trainers as well as having consultative arrangements with professional bodies in the country such as the Engineering Institute of Zambia, Health Professions Council and others. The question, however, was whether the professional bodies themselves were in touch with the practical requirements in industry to be in a position to advise accordingly. However, most professional bodies mainly monitored professional ethical stewardship among their members.

On programmes offered, your Committee was informed that the variety offered by various higher learning institutions ranged from trades certificates, advanced certificates, diplomas, degrees, Masters' degrees and Doctorates of Philosophy (PhDs). Most training institutions had set a minimum entry requirement of Grade 12 certificates for most of first level training programmes. However, some Technical Education Vocational Entrepreneurship Training (TEVET) institutions still accepted Grade 9 certificates as entry requirements, mainly for trade certificates. Universities, both public and private still insisted that the minimum qualification for lecturers was a Master's Degree. This spoke well on the issue of quality although a number of other lower qualifications were still considered for support staff.

7.2 Challenges to the delivery of quality education in public institutions of higher learning

With regard to the challenges to the delivery of quality education in institutions of higher learning, your Committee was informed that in order to get an understanding of this phenomenon of public universities, the University of Zambia (UNZA), which was the oldest and most preferred higher learning institution in Zambia, was used as an example. Your Committee was informed that UNZA was opened in 1966 and currently had over 24, 000 students with staffing levels of above 2,500 employees. Being a public university, the Institution's operations were largely financed by the Zambian Government. However, for over two decades, the University had not been fully funded as per its budget. Often times, Government allocations fell far short of the institutional budget. To this end, managing the University of Zambia had been more of innovation

by its Council and Management through generating funds for operations. The lack of adequate financing for higher education was not only peculiar to the University of Zambia, but to many other public universities worldwide.

Your Committee was informed that there were six (6) public universities with two (2) more under construction. The recent upgrading of some of the public colleges to universities would no doubt de-congest UNZA and the Copperbelt University (CBU) in terms of student enrolments.

Specifically, the public universities were beset with the challenges set out below.

Low staffing levels

The core resource of any university lay in its diversity of highly qualified and skilled, academic, administrative and technical staff. Currently the University of Zambia, for instance, has a total of 598 full-time lecturers, while the total establishment stood at 967 against a total population of over 20,000 full-time students, translating into a lecturer-student ratio of 1:33 against the ideal ratio of 1:10. This was compounded by the lecturer attrition rate that stood at 4 percent per annum. The leading cause of attrition was death and labour relocation, which constituted 12.5 per cent of all annual attrition.

Poor infrastructure

The infrastructure of a public university includes the lecture theatres and rooms, libraries, students' hostels, the offices for central administration and office spaces in schools, directorates, institutes, centres and units. However, while the figures for student enrolment had been steadily increasing due to pressure to enrol more students as a result of expansion at secondary and primary school levels, the facilities mentioned above had remained the same for years, leading to over-crowding.

Set out below are the key infrastructural related problems.

- (a) Dilapidated infrastructure and poor physical working and learning environment. Much of the infrastructure was not user and gender friendly, especially to the physically challenged.
- (b) Inadequate and poorly- equipped lecture theatres, libraries, laboratories and offices.
- (c) Poor state of infrastructure - infrastructure, particularly in public institutions, was in a state of disrepair due to inadequate funding. While public universities had embarked on rehabilitation of some of the infrastructure, budgetary constraints had hampered progress. It was noted that much of the rehabilitation had focused on provision of temporary solutions at the expense of long term ones. Inadequate accommodation was also a big challenge in public universities. For instance, UNZA had a total of 3, 700 bed spaces against a population of 20,000 full-time students. This meant that the University was only able to accommodate 19 percent of the students.
For new public institutions such as Nkrumah University, your Committee was informed that first and foremost, the university infrastructure was designed for a small student population, but there was an increasing number of students which

was unmatched by facilities and this had impacted negatively on the quality of education. Over the years, no corresponding additional infrastructure had been made available, making the number of students admitted in the higher education institution not proportionate to the facilities available. However Nkrumah had new facilities under construction.

- (d) The financing model of higher education in public universities was outdated and remained one of the major destabilising factors in higher education. Institutions such as Nkrumah have at times gone for the entire year without receiving any grant from the Government. The grants or recurrent departmental charges were, if they were disbursed, less than the unit cost of students. This usually forces the University to cut down on some of its core academic activities. As the politics pertaining to the increase in fees rage on, the quality in the provision of education had suffered. Fees charged at most public universities are lower than those charged at some private secondary and pre-schools in the country.
- (e) The ICT infrastructure was currently inadequate to meet the dictates of modern learning, research and teaching.

Inadequate teaching systems

Despite their latent capacity to provide a wide range of academic programmes, staff at public universities did not have adequate equipment for efficient delivery of lectures and for carrying out research. This was compounded by the high teaching loads and the high lecturer-student ratio and which in turn affected the teaching schedules.

Poor research output

Your Committee was informed that Research and Development in any university was important for the attainment of academic excellence. While public universities have a critical mass of skills, there was inadequate research taking place due to the following problems:

- (a) meagre funding for research;
- (b) academic seminars were no longer part of the schedule of teaching and research in most schools due to overloads on existing staff; and
- (c) journals were printed outside the University and this has financial implications.

Indebtedness

Terminal packages for all categories of staff still continue to be a major contributing factor to UNZA's and CBU's indebtedness. The public universities were also heavily indebted with respect to statutory obligations and contributions to the Zambia Revenue Authority (ZRA), National Pensions Authority (NAPSA) and superannuation payroll creditors due to poor funding.

Inadequate financing and financial management systems

Your Committee was informed that the main source of funding for the University of Zambia for instance, was the Government grants, constituting 54 per cent, while tuition fees constituted 36 per cent and other incomes constituting 10 per cent. Most of the funding covers personal emoluments and partly operational costs. Your Committee learnt that very little was released for maintenance of infrastructure and construction of

new additional infrastructure. In addition, there was inadequate financing generated from both tuition and other income generation activities due to charging of fees that were not cost-effective. The fees coming from Government sponsored students were not paid in time and fully, thereby affecting operations and quality of education.

Uneconomical tuition fees

Your Committee was informed that public universities could be more self-sustaining if they charged economic fees. However, Government had not allowed them to do so, on account of the fact that there was a public outcry every time the universities tried to increase fees. Your Committee was also informed that in addition to the above, public universities were influenced politically by all kinds of political players. There was, therefore need to build a politically neutral, academically focused and liberal institution.

Weak linkages with industry

Your Committee was informed that it has been observed and established that there was a very weak link between industry and the University of Zambia and other public universities. The University of Zambia for example, had not established strong collaborative linkages with the industry over the years. Consequently, it had not benefitted much from the business opportunities that ordinarily could have contributed immensely towards enhancing total self-generated income.

i) Student unrest

Your Committee learnt that there were frequent student unrests at public universities emanating from both external and internal forces. Much of the unrest was related to issues of student allowances, student welfare and staff remuneration. It was felt that the establishment of a student loan scheme would greatly reduce student unrests.

7.3 The programmes of study offered in institutions of higher education vis-a-vis staffing and their qualifications

Your Committee was informed that the variety offered by various higher learning institutions ranged from trades certificates, advanced certificates, diplomas, degrees, Masters' degrees and Doctorates of Philosophy (PhDs) and that most training institutions had set a minimum entry requirement of Grade 12 certificates for most of the first level training programmes. However, some Technical Education Vocational Entrepreneurship Training (TEVET) institutions still accepted Grade 9 certificates as entry requirements, mainly for trade certificates. Universities, both public and private still insisted that the minimum qualification for lecturers should be a Master's Degree. This spoke well on the issue of quality though a number of other lower qualifications were still considered for support staff and sometimes even for academic staff in specialised fields, as long as such staff had the required experience.

Your Committee was informed that in striving to counter the challenge of shortage of lecturing staff, most private universities and colleges had opted to engage part-time lecturers from both industry and other institutions. Although there was an advantage arising from the fact that through part time lecturers, there was a window to have experts with practical industry experience to share with learners in the classroom, there was danger of engaging low grade lecturers, thereby compromising quality.

Your Committee was informed that TEVET training institutions were visited by their regulatory authority such as the Technical Education Vocational Entrepreneurship Training Authority (TEVETA) under the Ministry of Education, Science, Vocational Training and Early Childhood Education (MESVTEE). However, these inspections were not conducted regularly to determine whether minimum training standards in the TEVET institutions were maintained. The irregularity of inspections was due to capacity and financial challenges by the regulatory Authority. However, these visits were of little value as the visitations were often routine and mostly no feedback was given.

Your Committee was informed that MESVTEE ran twenty-five (25) training institutions offering courses at trade craft, certificate, technicians, advanced certificate and technologists in diploma levels. twenty-three (23) of the twenty-five (25) institutions were operating under Management Boards while the other two (2) (Kaoma Trades Training Institute and Ukwimi Trades Training Institute) were also in the process of migrating to the Management Boards system. Training institutions such as the Natural Resource Development College (NRDC) and the Chainama College of Health Sciences (CCHS) were under other ministries and as such the MESVTEE had no mandate over them.

With regards to the challenges TEVET grappled with, your Committee was informed that a survey undertaken in October, 2014, by the National Economic Advisory Council (NEAC) on capacity assessment of public (TEVET) institutions in Zambia revealed the key challenges set out below.

- (a) Limited focus on TEVET as it appeared that more attention was being given to general education rather than to science and technology. Currently TEVET was under the Ministry of Education, Science, Vocational Training and Early Childhood Education (MESVTEE).
- (b) Inadequate policy regarding management by semi-autonomous Boards. At the time of formulation and subsequent implementation of the policy, the Government did not take into account the high poverty levels in the rural areas which made it difficult for parents or care givers to find resources for college training.
- (c) Inappropriate and ineffective technological infrastructure which did not meet the required standards to both training needs and final demand. This had resulted in most colleges having equipment for which demand hardly existed, while others had little or no equipment where demand existed.
- (d) Most equipment was either obsolete or run down. Quality equipment was so inadequate that the student ratio sometimes went up to 1: 36, raising a big question about the level of learning that could be delivered.
- (e) Training was done using technology which was obsolete and this meant that the trainees would be trained on technology that was totally different from what they would be expected to work with once they get into industry.
- (f) The lecturers in TEVET institutions despite their technical importance were getting much lower salaries than their counterparts in the teaching service. The imbalance did not motivate them and accounted for their preference for

- migration to the teaching service, leaving the TEVET systems understaff with low staff retention.
- (g) Poor enrolments of students either territorially or of the locals in the area. The high Grade 12 standard requirement inhibits students with lower grades, but with good technical abilities from accessing the training. In addition, the requirement of high tuition fees, self - catering and transportation costs also inhibit them further.
 - (h) Poor funding of the TEVET institution and resource allocation over the years has had negative effect on staff retention and the provision of equipment and other inputs for skills training.
 - (i) Poor private sector participation in the provision and accessing of TEVET training has had an impact on failure to raising technical skills uptake arising from investment in new technologies from their income.
 - (j) Absence of interface with Micro Small and Medium Enterprises (MSMEs). The original TEVET concept was to strengthen vocational training outputs for a vibrant MSME sector to mushroom based on technology adaption. Since the demise of the Small Industries Development Organisation, there had been a disconnect between the MSME division at Zambia Development Agency and the TEVET colleges.

The other survey findings were as listed below.

- (i) The best public colleges were concentrated in Lusaka and Copperbelt Provinces, whilst the rest of the country faced inadequate college institutions. This was attributed to the concentration of economic and industrial activities in these provinces.
- (ii) Infrastructure in terms of standing buildings, lecture rooms and offices in all colleges was generally adequate. However, most colleges had outdated and obsolete equipment, on which the curricula and teaching methods were based. The average ratio per lecture time was thirty-six (36) students to one (1) machine. Libraries in most cases had neither furniture nor books. Thus, this showed that most colleges were operating outside the TEVETA Minimum Training Standards Guide.
- (iii) Good infrastructure in most colleges was under-utilized and demand for technical and vocational training was weak. Student enrolments in most establishments were below full capacity. Kitwe Vocational Training Centre (KVTC) had the worst case of infrastructure underutilization with only eighty-nine (89) as the student enrolment as at 2013, against the full capacity of 600 students. ZAMIM also had vast challenges of under-enrolment and low utilisation.
- (iv) The Kwambula Model established by Kansanshi Mining PLC based at Solwezi Trades Training Institution was a best practice model for TEVET institutions in Zambia. The equipment which was installed in the Kwambula institution were all state of the art lathes, milling machines, guillotines, benders, computerized manufacturing and calibration equipment, arch-welding and electrical training installations, inspection and repair equipment including diagnostic machines with many small tools for use in the hands-on practical training.

- (v) The important benefit to be derived from the Kwambula model was that the skills being offered were critical to Zambia's economic development, some of which were not readily available, and hence this model was making the intervention a significant input to increasing efficiency and productivity not only in the mining sector, but also in other diversified industries and government, which required expert technical skills.
- (vi) In order to upscale the level of technology, the cost of equipment for Government to revitalize the public colleges, in addition to the existing equipment found was estimated at ZK100, 938, 526.00. Out of this amount, Lusaka Province accounted for ZK 65, 925,640.00 while the Copperbelt Province accounted for ZMW20, 018,059.00.

7.4 The way forward for the improvement of education delivery in institutions of higher learning

With regard to the way forward, your Committee was informed that that the changing context of supply and demand of qualified and highly skilled local labour, required a serious revitalisation of the TEVET sector to improve overall performance, create more employment and contribute to poverty reduction.

The specific recommendations were as set out below.

- (i) The Ministry of Science, Technology, Vocational and Entrepreneurship Training should be established as a stand-alone Ministry in order to avoid relegation of scientific, technological, vocational and entrepreneurship development to lesser priority.
- (ii) The current Government's effort in championing attitude change and ensure that scientific, technological, vocational and entrepreneurship training was not subordinated to general education but should be intensified as the competences derived from acquiring high technology levels results in economic renaissance, industrial development, innovation, productivity, job creation and poverty reduction.
- (iii) Measures should be put in place to attract and retain TEVET staff (lecturers) by focusing on conditions of service, efficient technical infrastructure and state of the art training equipment.
- (iv) The lecturers in the public TEVETA institutions should be transferred from the Management Boards pay roll to the central Government pay roll.
- (v) TEVETA should urgently prioritise and direct financial resources to revitalizing the TEVET institutions by making very large investments in the state of the art technical equipment and information and communication technology infrastructure through procurement of modern workshop equipment and computer labs in all the TEVETA colleges, based on the Kwambula model. This would result in a large pool of workers with strong technical and vocational skills. The high level technical competences were a driver of technologically based industry that would further transform the economy and improve competitiveness in the quality of the country's products. The Country would move closer to achieving the vision 2030 middle income status driven by the manufacturing industry.

- (vi) The Government should take full responsibility of running TEVET institutions as Management Boards had no capacity to do so. This would lead to guaranteed monthly grants from the national treasury, and thus ease the institutions' financial problems currently being faced.
- (vii) International development organisations should be reengaged to take interest in the ten provinces and assist implement a new technology regime in the TEVET colleges as aid in line with the World Trade Organisation provisions on competitiveness. The development assistance would greatly improve on the quality of machines currently in use in public, TEVET colleges and align the TEVET programmes with machines obtaining in industry or enterprises or private practice.
- (viii) Industry must be engaged in determining and understanding what the needs of industry were in terms of skills so that training system responds to these needs. At the same time, it was important for employers or industries to open up to partnering with training institutions so as to accord students opportunities to be exposed to state of the art technology during their training to have more cases like the Kwambula Model established by Kansanshi Mining PLC at Solwezi Trades Training Institute.
- (ix) The newly created Higher Education Authority should not be allowed to experience the fate that TEVETA had suffered, that of understaffing and poor financing. Otherwise it would not cope with the demands of superintending over higher institutions of learning, some of which might resort to using underhand methods in order to survive.

Committee's Observations and Recommendations

8.0 Following the scrutiny of submissions from stakeholders, your Committee' observations are set out below.

- (a) The Government has paid more attention to general education at the expense of science and technology. Consequently TEVET institutions have lagged behind, thereby creating a skills gap in the industry.
- (b) Most, if not all TEVET institutions of higher learning continue to use inappropriate and ineffective and obsolete technological infrastructure which does not meet the required standards to both training needs and final skills demand. This has resulted in most colleges having equipment for which demand hardly exists, while others have little or no equipment where demand exists.
- (c) Lecturers in TEVET institutions, despite their technical importance to the industry, get much lower salaries and work under poorer conditions of service than their counterparts in the teaching service. This imbalance has de-motivated TEVET staff and accounted for their preference for migration to the teaching service, leaving the TEVET institutions understaffed.
- (d) Most TEVET institutions and public universities are victims of poor and untimely funding and resource allocation, which has resulted in their inability to retain qualified and sought-after-staff and the provision of equipment and other teaching and learning materials for skills training and research.
- (e) Some of the TEVET colleges which have good infrastructure are grossly under-utilized because the demand for technical and vocational training is weak.

Student enrolment in these institutions is below full capacity. A case in point is Kitwe Vocational Training Centre (KVTC), where only eighty-nine (89) students were enrolled in 2013, against the full capacity of 600 students;

- (f) Private sector participation in the provision and accessing of TEVET training is very poor and has resulted in the failure to raise the required technical skills uptake arising from investment in new technologies.
- (g) There is no interface between TEVET training providers and Micro, Small and Medium Enterprises (MSMEs). This is a departure from the original TEVET concept which was to strengthen vocational training outputs for a vibrant MSME sector to blossom based on technology adaption. Since the demise of the Small Industries Development Organisation (SIDO), there has been a disconnect between the MSME division at Zambia Development Agency and the TEVET colleges.
- (h) TEVETA is too understaffed, underfunded and ill equipped to effectively monitor the quality of education in TEVT institutions of higher learning.
- (i) Institutions of higher learning that have clearly failed to satisfy the basic conditions for operating have been allowed to do so, with the hope that they will improve, but making it difficult to stop them when they fail thereafter;
- (j) Due to the absence of a functional regulatory body, some private universities are offering so many programmes and conferring doctoral degrees within a very short period of their existence.
- (k) Some private universities are not aware of the existence of the Higher Education Authority and its functions.
- (l) Some private universities are owned by husband and wife or families, thereby making their future uncertain in the event of the demise of the proprietors.
- (m) Public universities are owed huge sums of money in unpaid bills by the Government for students under the bursary scheme, thereby affecting the delivery of quality education.
- (n) The restriction of the bursary scheme to only students at the University of Zambia and Copperbelt University has made it difficult for students seeking admission in private institutions of higher learning to pursue their careers.
- (o) The attrition rate of staff in public universities is very high and has resulted in some courses being discontinued, particularly at Master's Degree level and natural sciences, which has negatively affected the quality of education.
- (p) There is inadequate and deteriorating infrastructure in public universities has adversely affected the delivery of quality education.
- (q) The Ministry of Education, Science, Vocational Training and Early Education, does not have the mandate or mechanism to inspect public universities to ensure quality education is being delivered.
- (r) There is no requirement that private universities operating as satellite or franchises of universities overseas, should offer programmes comparable to those offered in the country of origin.
- (s) The expansion of higher education, particularly public universities, has not been matched with proportionate manpower development to ensure that quality education is delivered in the existing as well as upcoming ones.
- (t) There is no clearly outlined research agenda to sufficiently engage universities in national development.

Committee's Recommendations

In view of the foregoing observations, your Committee recommends that:

- i. the Government should pay equal attention to the promotion of science and technology as it does to general education in order to narrow the gap between skills training and the skills gap in the industry;
- ii. the Government must ensure that TEVET institutions of higher learning are provided with state-of-the-art technological infrastructure in order for them to meet the required standards in both training needs and final skills demand;
- iii. lecturers in TEVET institutions who are of technical importance to the industry should be appropriately remunerated in order to keep them in those institutions where their services are required to keep the institutions running;
- iv. the Government should improve funding to TEVET institutions and public universities in order for them to retain qualified and sought-after staff and provide them with equipment and other teaching and learning materials, necessary for their effectiveness in skills training and research;
- v. the Government should embark on a vigorous awareness creation campaign of TEVET colleges which have good infrastructure in order to ensure maximum utilisation of the facilities and strengthen the demand for technical and vocational training in the industry by creating industries that rely on such skills;
- vi. the Government should provide incentives for private sector participation in the provision and accessing of TEVET training in order to raise the required technical skills uptake arising from investment in new technologies;
- vii. there must be interface between TEVET training providers and Micro, Small and Medium Enterprises (MSMEs) in order to strengthen vocational training outputs for a vibrant MSME sector based on technology adaptation;
- viii. in order for TEVETA to effectively monitor the quality of education in TEVET institutions of higher learning, the Government should employ more inspectors and other staff and give the necessary tools such as transport;
- ix. institutions of higher learning that clearly fail to satisfy the basic conditions for operating should not in the first place be allowed to do so, considering that it is difficult to stop them when they have already started should they fail to improve;
- x. the Higher Education Authority that has been recently established, should ensure that, private universities offer programmes that are within their capacity and not just for monetary gain;
- xi. owing to the fact that some private universities are not aware of the existence of the Higher Education Authority and its functions, the Government should embark on a vigorous awareness campaign to ensure that ignorance does not become a defence;
- xii. the Government should ensure that the ownership structure of private universities is in tandem with the requirements of the *Companies Act*, to ensure protection of students as well as longevity and continuity of the institutions after the demise of the pioneers;
- xiii. in order not to compromise the quality of education delivered at public universities, the Government should promptly pay bills pertaining to students it sponsors under the bursary scheme;

- xiv. while the Government is grappling with the establishment of a loan scheme that will benefit all students at any institution of higher learning who would like to use the facility, it should extend the bursary scheme to all students in institutions of higher learning;
- xv. the Government should use the Public Private Partnership (PPP) model to address the inadequate and deteriorating infrastructure in public universities which has adversely affected the delivery of quality education;
- xvi. the Higher Education Authority should devise mechanisms for inspection of public universities as well as private ones in order to ensure quality education is being delivered;
- xvii. private universities operating as satellite or franchise ones, should be compelled by law to offer programmes comparable to those offered in their country of origin;
- xviii. the Government should create a critical mass of staff to be engaged in the so many public universities which are being established, otherwise the quality of education provided there will be compromised; and
- xix. the Government should set a clear research agenda and facilitate appropriate funding for universities in order for them to effectively contribute to national development.

PART II

FOREIGN TOUR- MAURITIUS

9.0 In line with the topic, "The delivery of education in institutions of higher learning," your Committee undertook a study tour to Mauritius.

The objectives of the tour were to:

- (a) learn from the Government of Mauritius, through the Ministry or Agency responsible for higher education, what measures were in place to ensure that high quality education was delivered in institutions of Higher learning;
- (b) learn what hindrances and /or challenges the Government of Mauritius had encountered in the delivery of quality education in institutions of higher learning;
- (c) learn how the challenges identified in (ii) above, had been addressed; and
- (d) bench-mark best practices in assuring quality in the delivery of education in higher institutions of learning for the benefit of the Zambian education system.

The following institutions were visited:

- i. the Mauritius Research Council;
- ii. Ministry of Education and Human Resources, Tertiary Education and Scientific Research;
- iii. the Mauritian Qualification Authority (MQA), (MITD Complex);
- iv. the Rajiv Gandhi Science Centre;
- v. the Tertiary Education Commission;
- vi. the Open University of Mauritius;
- vii. the University of Mauritius;

- viii. Centre for Biomedical and Biometrics Research;
- ix. Hotel School of Mauritius;
- x. The Mauritius;
- xi. University of Technology;
- xii. Middlesex University, Mauritius;
- xiii. Visit to Charles Telfair Institute;
- xiv. Vatel Institute; and
- xv. the Mauritius Institute of Education.

General Findings

10.0 Following the visits to the institutions outlined above, the general findings of your Committee are as set out below:

The Mauritian Education system is structured like the current Zambian system with pre-primary, primary, secondary and tertiary education. In this system, all higher learning post grade 12, is referred to as tertiary education with the Government providing the lead in the provision of education at this level. In Zambia, the higher education sector is segmented into tertiary education (TEVET Institutions and Colleges) and higher education (Universities and University colleges of Education). At the start of secondary education, a second alternative stream (skills training) has been created as a filter to absorb students that fail to make it into the mainstream academic system. This is not dissimilar to the current structure in Zambia except the Zambian model places equal weight on the two tiers and choice of which stream a student enters is based on student choice and parent / teacher consultations.

At higher education, the Mauritius system has both private and public sector participation which is regulated by the Tertiary Education Commission. Registration of private universities is very strict and requires an institution to operate for at least ten (10) years before it can be formally recognised as a University despite offering training at degree or Masters Level.

The higher education system in Zambia was in the past guided by *the University Act No. 11 of 1999*, for the existing public Universities and the *TEVET Act No. 13 of 1996*, for the public and private colleges. These two pieces of legislation were, however, insufficient to address the quality and regulatory issues arising from the emergency of private universities. A re-organisation of the sector was, therefore, necessary and is currently underway with the Higher Education Authority having been recently established to oversee the sector. The Authority is mandated to regulate, monitor and register institutions of higher learning. As part of the re-organisation of the entire education system, a qualifications framework has also been created and the Zambia Qualifications Authority (ZAQA) was established under *the Qualifications Act No. 13 of 2011*. ZAQA is a coordinating body overseeing and coordinating activities and education standards in the three (3) education authorities namely; Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA), Examinations Council of Zambia (ECZ) and Higher Education Authority (HEA).

The Mauritian legal system provides for a 1% levy on the wage bill of all corporate

entities. This levy is refundable to corporate institutions that sponsor and pay for student training. The private sector is thus refunded for every individual they train from the pool of funds accruing from the training levy and this encourages firms to train their staff as well as interns and apprentices so as to recoup some of the money levied while improving the skills level of their workforce.

The higher education sector in Mauritius has four (4) public universities and one accredited private university. It has a further seventy-seven (77) private institutions of higher learning that are not approved as universities. Of the four (4) public universities, the Government provides 100% operational grants and free education to students at one University, the University of Mauritius. This sponsorship is based on performance in 'A' levels, which students must attain before proceeding to university.

Since July, 2005, the Government of Mauritius provides free transport for all students and senior citizens. Schooling is compulsory and free up to the age of sixteen (16). The Mauritian education system has maintained the Cambridge School Certificate examinations and students rank quite highly in the world each year for the Cambridge International 'O' Level, International A and AS level examinations. Sticking with the Cambridge examination system has made it possible for Mauritius to maintain high standards and credibility in its education system.

Pre-primary schools accept students as from the age of three (3). Children from the age of five (5) to eleven (11) go to primary school. They are admitted in standard I and gradually moves on to standard 6. Primary education ends with a national examination which is the Certificate of Primary Education (CPE). Students passing CPE gain admittance to secondary schools. Those with excellent results are admitted in National secondary schools. Secondary education is normally a Seven (7)-year study, starting from Form I to Form 6. The National Assessment at Form III is carried out in the third year of Secondary education. At the end of the fifth year of study at secondary level, students sit for the Cambridge School Certificate (SC) examination. Passing the SC exam, allows them to continue to another two (2) year study, ending with the Higher School Certificate (HSC) examination.

Mauritius has the following public universities and several private ones:

- (i) University of Mauritius;
- (ii) Open University of Mauritius;
- (iii) Mauritius University of Technology; and
- (iv) The Mauritius Institute of Education.

The Student Loan Scheme

In order to afford all deserving students an opportunity to pursue their education, the Mauritian Government runs a student loan scheme. Under the scheme, all students wishing to pursue their studies at undergraduate level, either locally or abroad are provided with low cost bank loan facilities. The scheme covers all students studying for full time as well as part time and distance learning courses.

The Mauritius Africa Scholarship

In a bid to make Mauritius a regional knowledge hub, the Government has set up a scholarship scheme for deserving students in Africa. Each year fifty (50) scholarships are awarded to African students. The award, which is funded and managed by the Tertiary Education Commission, is made by a panel under the Ministry of Tertiary Education, Science, Research and Technology.

Measures in place to ensure that high quality education is delivered in institutions of higher learning

In order to ensure quality delivery of education in institutions of higher learning, the Mauritian Government has created the institutions set out below:

(i) The Tertiary Education Commission

The Tertiary Education Commission, akin to the Higher Education Authority in Zambia, which operates under the auspices of the Ministry of Education and Human Resources, Tertiary Education and Scientific Research, was set up under the *Tertiary Education Commission Act of 1988*. Its main objectives are to promote, plan, develop and coordinate tertiary education and training in Mauritius in order to achieve an accountable and responsive tertiary education system of high international quality. It also has the responsibility to implement the overarching regulatory framework and to assure quality with regards to post secondary education in Mauritius. It works to comply with the Code of Corporate Governance for Mauritius, which is issued by the National Committee on Corporate Governance, and applies to state owned enterprises.

(ii) The Mauritius Qualifications Authority

The Mauritius Qualifications Authority was established under the *Mauritius Qualifications Authority Act of 2001*, as amended under the *Education and Training (Miscellaneous Provisions) Act of 2005*, which mandates the Authority to:

- develop, implement and maintain a National Qualifications Framework;
- ensure compliance with provisions for registration and accreditation in the Act; and
- ensure that the standards and registered qualifications are internationally comparable.

Zambia has a similar institution with very similar objectives known as the Zambia Qualifications Authority established in 2011, under *the Zambia Qualifications Authority Act No. 13 of 2011*. However, the Authority has not been fully operationalised to date.

Registration of Private Universities - It is a requirement that private universities intending to provide tertiary education provide education comparable to that provided in the country of origin and they were required to operate for at least ten (10) years before they could offer degrees.

(iii) The Mauritius Research Council

The Mauritius Research Council, whose mission is “Promoting research for sustainable development to enhance the quality of life of the people of Mauritius,” was set up in

May, 1992 under, *Act No. 10 of 1992*. It is an apex body created to promote and coordinate national investment in research. Its objectives are:

- i. to foster, promote and coordinate research and development in all spheres of scientific, technological, social and economic activities;
- ii. to advise the Government on all matters concerning scientific and technological policies;
- iii. to lay guidelines for, and initiate the formulation of research and development policies on a national basis; and
- iv. to encourage commercial utilisation of research and development results in the national interest.

The counterpart institution in Zambia, known as the National Institute for Scientific and Industrial Research (NISIR), formerly the National Council for Scientific Research (NCSR) was established under the *National Council for Scientific Research Act No. 13 of 1994*. Its overall objectives is to co-ordinate and promote scientific research in Zambia with a view to ensuring that the requirements of the country's development plans are properly supported by scientific research and that the maximum use is made of the results from such research in carrying out development plans.

What appears to be the difference between the two is that whereas, the Mauritian Research Council carries out research on all issues pertaining to the life of the Mauritian people from scientific to social and economic matters, the Zambian Institution seems to be restricted to science and technology. In contrast to its sister institution in Mauritius which coordinates the national research agenda, there is no national research agenda for the NISIR. However, the *National Health Research Act of 2013*, provides for the National Health Research Authority to regulate health research in Zambia.

Challenges in the pursuance of quality in institutions of higher education in Mauritius

The institutional framework for Mauritius was highlighted as one still posing challenges to the delivery of Higher education in that Country. The overloading of responsibilities for the Mauritius Qualification Authority means that the Authority at the moment, acts as a provider of TEVET as well as the regulator and accrediting body. This creates a conflict of interest and compromises on quality. The Ministry responsible recognizes this challenge and is in the process of creating a semi-autonomous body to be responsible for TEVET. The Government of Mauritius has also faced challenges in recovering loans from the graduates and government ended up repaying the banks, while it pursues defaulting graduates.

The moving of the Mauritius Research Council from the Prime Minister's office to the Ministry of Education and Human Resources, Tertiary Education and Scientific Research also poses challenges in the coordination of Science, Technology and Innovation both for research and training purposes. Coordination at Ministerial level, as the current set up is, proves to be more difficult and slow.

Committees Observations and Recommendations

11.0 Your Committee observes that:

- (a) the Mauritian Government compels institutions to operate at the level of university for ten (10) years before they are formally accredited and registered as a university, which gives the Government an opportunity to assess and evaluate institutions and assure and guarantee quality before bestowing the university status on them;
- (b) the imposition of the 1% training levy on Corporate institutions, with refund options for the private sector when they retrain their employees, provides revenue for the Government to invest in training and also prompts the private sector to participate more in training.
 - (i) It provides a secure sustainable and predictable income for both public and private universities.
 - (ii) It provides full economic compensation to public universities in order to enable them meet their operational costs.
 - (iii) It reduces the dependence of public universities on public financing for their operations.
- (c) the Mauritian Government compels world renowned colleges and universities operating in that country to guarantee and offer qualifications that are comparable to those offered in their countries of origin;
- (d) the Mauritian Government regularly monitors and evaluates private as well as public universities in order to maintain standards in the higher education sector;
- (e) students wanting to pursue studies at university level are required to obtain 'A' levels, this helps to decongest public universities and allows students to mature;
- (f) the Mauritian Research Council carries out research on all issues pertaining to the life of the Mauritian people from scientific to social and economic matters;
- (g) the Mauritian Research Council coordinates the national research agenda and encourages commercial utilisation of research and development results in the national interest, it also provides funding to needy research institutions; and
- (h) in order to afford all deserving students an opportunity to pursue their education, the Mauritian Government runs a student loan scheme under which all students wishing to pursue their studies at undergraduate level, either locally or abroad are provided with low cost bank loan facilities; the scheme covers all students studying for full time as well as part time and distance learning courses.

Recommendations

In view of the foregoing observations, your Committee recommends that:

- i. in order to afford the Government, through the Higher Education Authority, an opportunity to assess and evaluate universities and assure and guarantee quality before bestowing university status on them, they must operate for a specified number of years;
- ii. in order for the private sector to participate in manpower development, the Government should create a fund and devise a law that will make Corporate entities contribute a certain percentage of their gross pay roll and funds raised should be used to provide and maintain infrastructure in public institutions of higher learning;
- iii. all colleges and universities operating in Zambia as satellites of institutions overseas, should be compelled, by law, to provide facilities and programmes comparable to those offered in their countries of origin;

- iv. in order to decongest public universities, students wanting to pursue studies at university level should first obtain 'A' levels in their field of interest;
- v. the National Institute for Scientific and Industrial Research (NISIR), should collaborate with the National Health Research Authority in coordinating the national research agenda and carry out research on all issues pertaining to the life of the Zambian people from scientific to social and economic matters;
- vi. the Higher Education Authority should be well equipped , funded and staffed to regularly monitor and evaluate private as well as public universities in order to maintain standards in the higher education sector; and
- vii. in order to afford all deserving students an opportunity to pursue their education at institutions of their choice, the Zambian Government should expedite the creation and operationalisation of the student loan scheme.

PART III

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

TOPICAL ISSUE:

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

Policy and legal framework

Your previous Committee had recommended that in order to provide a policy and legal framework to the shift in the education structure, the national Education Policy, Educating Our Future and the *Education Act of 2011*, should be revised and amended accordingly.

Executive's response

In the Action-Taken Report, your Committee was informed that the Ministry was in the process of finalising the national policy on education, and amending the Education Act, 2011 in order to address emerging issues in the education and skills sector. Part of the process involved engendering the Act, as well as holding consultative meetings with stakeholders across the country.

Committee's Observations and Recommendations

In noting the response, your Committee urges the Executive to expedite the amendment of the two Policy instruments and to provide a timeframe to the process.

Implementation strategy

Your previous Committee had recommended that in order to avoid confusion, there should be a clearly articulated implementation strategy and guidelines to the shift.

Executive's response

In the Action-Taken Report, your Committee was informed that in line with the recommendation, the Ministry would develop an implementation strategy and

guidelines aimed at facilitating the smooth transition from basic/high school system to primary/secondary school system.

Committee's Observations and Recommendations

Your Committee urges the Executive to move quickly on this matter and requests that it be availed a copy of the draft document.

Infrastructure development

Your previous Committee had recommended that there should be massive investment in infrastructure development and materials acquisition in order to accommodate the change, particularly in rural areas where more secondary schools would need to be constructed.

Executive's response

Your Committee was informed through the Action-Taken Report that currently the Ministry was implementing a massive secondary school construction program where 118 schools were being built, most of which were located in rural areas. The secondary school construction programme was continuous and would in the long run address the concern.

Committee's Observations and Recommendations

In noting the response, your Committee urges Government to ensure that the schools being built are appropriately equipped.

Attrition rate at grade 7 and 9

Your previous Committee had recommended that in order to reduce the attrition rate at Grades 7 and 9 due to limited places in Grades 8 and 10, more secondary schools should be constructed.

Executive's response

Your Committee learnt from the Action-Taken Report that the Ministry was constructing 118 secondary schools country-wide to create more space and improve the progression rate. This process would facilitate the change-over from Basic to Primary and High to secondary school. In addition the Ministry was upgrading 220 primary schools country-wide. The shifting of grades 8 and 9 from primary schools to secondary schools would create more room at primary school level.

Committee's Observations and Recommendations

In noting the Executive's submission, your Committee would like to be availed the schedule indicating which schools were involved and where they are located.

Location of newly constructed schools

Your previous Committee had recommended that care must be taken to ensure that newly constructed secondary schools were not too far from catchment areas and community schools so as not to disadvantage young learners and girls who may not be able to safely cover long distances and so be tempted to opt out of school.

Executive's response

In the Action-Taken Report, your Committee was informed that in order to ensure that younger learners and girls did not drop out of school because of walking long distances to schools; the Ministry was upgrading 220 primary schools country-wide. This process would ensure that pupils proceeded to higher grades within the same areas.

Committee's Observations and Recommendations

Your Committee, while noting the submission would like to be availed the schedule indicating which schools are involved and their location.

Funding of primary schools

Your previous Committee had recommended that considering that Grades 8 and 9, whose fees sustained the primary section of basic schools, would be detached from them, the Government should increase funding to primary schools; otherwise free education from Grade 1 to 7 would be a pipe dream and primary schools would be unmanageable.

Executive's response

Through the Action-Taken Report, your Committee was informed that the Ministry shall endeavour to increase budgetary allocations to primary schools (including Community and grant aided schools) through the provision of grants that would be arrived at using a resource allocation formula that factored issues such as enrolment, gender and distances from DEBS office.

Committee's Observations and Recommendations

In noting the submission, your Committee would like to be availed the allocation formula currently in use in allocating these grants.

Phased approach to changes

Your previous Committee had recommended that the Ministry should take one step at a time as opposed to the current situation where so many changes were taking place at the same time, making monitoring and evaluation difficult, if not impossible.

Executive's response

From the Action-Taken Report, your Committee was told that the Ministry had taken note of the Committee's observations. Indeed, all policy shifts were being undertaken with the framework that provided adequate monitoring and evaluation.

Committee's Observations and Recommendations

In noting the submission, your Committee urges the Executive to ensure that the monitoring and evaluation exercise is carried out as frequently and as effectively as possible by capacitating agencies such as the Standards Directorate, charged with the responsibility to do so.

Community schools bursary scheme

Your previous Committee had recommended that the Ministry should extend the bursary scheme or create a benevolent fund for vulnerable children in community

schools who qualified to go to Grade 8 at regular secondary schools, but could not afford the fees.

Executive’s response

Through the Action-Taken Report, your Committee was informed that the Ministry had noted the advice provided. However, provision of bursary support to orphans and vulnerable children in grades 8 - 12 was determined by the degree of the child’s vulnerability. At each school there was a School Bursary Committee comprising teachers, PTA members, traditional leaders, religious leaders and community welfare assistance committee members. These had the task of determining which vulnerable children should qualify against the available resources. All children, whether from community, grant aided or government schools, were treated equitably in terms of eligibility.

Committee’s Observations and Recommendations

In noting the response, your Committee requests the Executive to provide more information on this matter particularly with regard to whether this is backed by budgetary allocation at national level.

Nomenclature for schools running from pre-school to grade 12

Your previous Committee had recommended that for avoidance of confusion, the Government should provide suitable nomenclature for schools that would run from nursery to Grade 12.

Executive’s response

Through the Action-Taken Report, your committee was informed that in the amended Education Act 2014, a school running from Grade 1 to 12 was proposed to be known as a “Combined School”.

Committee’s Observations and Recommendations

In noting the response, your Committee would like to know when the proposed Act will be brought to Parliament and suggests that schools running from nursery to grade 12 be known as ‘comprehensive school’ instead of “combined school.”

Alignment of teacher training and secondary schools curriculum

Your previous Committee had recommended that the Government should align the curriculum in teacher training institutions with that of the secondary schools, in order to guarantee success of the programme.

Executive’s response

Through the Action-Taken Report, your committee was informed that the Ministry had taken note of your Committee’s recommendation.

Committee’s Observations and Recommendations

While noting the Executive’s response, your Committee observes that taking note of a recommendation is one thing and implementing it another. In this regard, your Committee urges the Executive to state how and when this will be implemented.

Tertiary institutions for the two pathways

Your previous Committee had observed that the Government should develop tertiary institutions that will correspond with the two pathway curriculum, in secondary schools.

Executive's response

Through the Action-Taken Report, your Committee was informed that the Ministry had taken note and accepted your Committee's observation.

Committee's Observations and Recommendations

In noting the submission, your Committee is not satisfied with mere acceptance and noting of the recommendation and, therefore, urges the Executive to state how and when this will be implemented.

Increase in the number of vernacular official languages

Your previous Committee had recommended that in order to forestall the acrimony arising from using only seven official vernacular languages as media of instruction from Grade 1 to 4, which may not necessarily be the language of play for a particular area, the Government should consider increasing the number of official languages and produce requisite material for instruction in such languages.

Executive's response

Through the Action-Taken Report, your Committee was informed that the Ministry had taken note of the Committee's observations. To forestall acrimony, the Ministry was developing and reviewing education materials for grades that were affected. The Ministry was further re-aligning the Teacher Education Curriculum to the school curriculum. In addition, the Ministry was conducting sensitization programmes to all stakeholders on the policy changes. However, increasing the number of official languages did not fall within the mandate of the Ministry but Cabinet.

Committee's Observations and Recommendations

In agreeing with the Ministry that it's not in its power to increase the number of official languages, your Committee urges the Executive to consider the increase in official vernacular languages and the requisite production of educational materials therein, as an unavoidable solution to wrangles though it may be costly.

LOCAL TOUR

1. Lusaka

Rehabilitation of infrastructure at Kabulonga Girls Secondary School

In view of the findings at the schools toured in Lusaka, your Committee had recommended that the Government should rehabilitate infrastructure at Kabulonga Girls' Secondary School.

Executive's response

In the Action-Taken Report, your Committee was informed that the low progression rate of 37 percent from grade 9 to 10 prompted the Ministry to embark on the programme to construct 118 secondary schools so as to improve the progression rate to above 50%. Unfortunately, due to the inadequate budget allocation some schools started in 2008 had

not yet been completed. It was the desire of the Ministry to accommodate the rehabilitation of Kabulonga Secondary School and other schools after the completion of some of the Secondary Schools which had been under construction since 2008.

Committee's Observations and Recommendations

In noting the submission, your Committee questions the starting of new buildings, when the old ones are in a state of disrepair and urges the Government to attend to old buildings first because as the adage goes, "A bird in hand, is worth two in the Wild."

Encroachment on school land at Northmead Secondary School

Your previous Committee had recommended that the Government should stop the encroachment on school land at Northmead Secondary School.

Executive's response

Through the Action-Taken Report, your Committee was informed that the Ministry had taken note of the Committee's recommendation and would undertake measures to stop the encroachment on school land at Northmead Secondary School.

Committee's Observations and Recommendations

In noting the response, your Committee would await an update on the progress the Ministry has made on the matter.

2. Mumbwa

Rehabilitation of School Hall at Mumbwa Secondary School

In view of the findings in Mumbwa, your previous Committee had recommended that: The Government should rehabilitate or replace infrastructure, particularly the dining hall and administration block at Mumbwa Secondary School.

Executive's response

In the Action-Taken Report your Committee was informed that the Ministry had released emergency funds in the sum of K280, 000 for the rehabilitation of some of the infrastructure at Mumbwa Secondary School. The school was asked to spend the funds on the buildings which were more severely affected than the others and they decided to rehabilitate the School library and classroom block that had collapsed completely.

Committee's Observations and Recommendations

Your Committee appreciates the efforts made so far, but owing to the nature of the dilapidation of the School hall, urges the Executive to provide more funds specifically for its repair.

3. Kaoma

Rehabilitation of labs at Kaoma Secondary School

Arising from the findings from the tour of selected schools in Kaoma, your previous Committee had recommended that in order to repair infrastructure at Kaoma Secondary School most of which is dilapidated, particularly the science laboratory, the Government should increase funding to the Institution.

Executive's response

Through the Action-Taken Report, your Committee was informed that the Ministry had taken note of the Committee's recommendation and that the repair of infrastructure at Kaoma Secondary School would be undertaken when funds were available.

Committee's Observations and Recommendations

Your Committee is of the view that as long as there is no plan for repairs, funds can never be available and therefore urges the Government to expedite the repair of laboratories at Kaoma Secondary School, considering their state.

Need for more secondary schools in Kaoma

Your previous Committee had recommended that in order to ease pressure on Kaoma Secondary School and reduce pregnancies arising from pupils renting houses in the villages surrounding the only boarding school, more secondary schools should be built and Mayukwayukwa Secondary School should be completed and be fully operational as a boarding school.

Executive's response

In the Action-Taken Report, your Committee was informed that the Ministry had taken note of the Committee's observation and recommendation and that the construction of Mayukwayukwa Boarding Secondary School in Kaoma District had advanced according to the 2014 Infrastructure Development Plan. Funds had been set aside to complete external works. In addition, the Ministry had plans of upgrading of Mulamatila and Luena Basic Schools into Secondary schools by building additional infrastructure at a total sum of K1, 455,389 respectively. This would help reduce pregnancies arising from pupils renting houses in the villages.

Committee's Observations and Recommendations

Your Committee will continue monitoring progress on this matter and requests the Ministry to provide regular updates.

Specialised rooms for new subjects

Your previous Committee had recommended that specialised rooms for the new subjects such as Art and Design Technology in the new curriculum should be constructed and the existing ones re-equipped at Kaoma Secondary School.

Executive's response

Through the Action-Taken Report, your Committee was informed that the Ministry had taken note of your Committee's observations and recommendations. However, due to competing demands, the construction of new specialized rooms would be undertaken once funds were available. The Ministry would however within the limited resource envelope undertake to re-equip the existing specialized rooms at Kaoma Secondary School.

Committee's Observations and Recommendations

Your Committee would await regular updates on this matter, considering that the new curriculum cannot be implemented without requisite infrastructure, not just at Kaoma Secondary School, but countrywide.

4. Lukulu

Non-opening of Lukulu Secondary School

In view of the findings in Lukulu, your previous Committee had recommended that in order to ease pressure on the few secondary schools available, and prevent school girl pregnancies arising from their vulnerability due to renting houses in the villages, Lukulu Secondary School, which to-date had remained unopened due to lack of water, should be operationalised.

Executive's response

Through the Action-Taken Report, the Executive stated that the Ministry had taken note and would ensure that mechanisms to extract iron from the bore-hole water were installed in readiness for opening the school in January 2015.

Committee's Observations and Recommendations

Your Committee observes that to-date, the school has not been opened and therefore urges the Executive to expedite the operationalisation of the school and provide an update on the matter.

Construction of Classrooms of Phelim-O'shea School

Your previous Committee had recommended that Phelim-O'shea School should be assisted in the construction of classrooms and upgrading and equipping of the laboratories and acquisition of teaching and learning materials.

Executive's response

Through the Action-Taken Report, your Committee was informed that the Ministry would next year (2015) open Lukulu Boarding Secondary School and that would bring the total number of secondary schools in the district to three. Further, the Ministry was currently constructing Mitete Secondary School in Mitete District whose catchment area included the area where Phelim-O'shea school was located. When completed, Mitete Secondary School would decongest schools in Lukulu District. It was the considered view of the Ministry that there would be enough secondary school space in the two districts, such that Phelim- O'shea could be turned into a primary school.

Committee's Observations and Recommendations

Your Committee considers this response misplaced, considering that the issue in question was the provision of teaching and learning materials, with or without the construction of Lukulu and Mitete Secondary Schools and urges the Executive to reconsider the earlier recommendation.

5. Zambezi

Impasse surrounding the use of Lunda and Luvale

Arising from the tour of Zambezi, your previous Committee had recommended that in order to avert conflict, the Government should quickly resolve the impasse surrounding the use of Lunda and Luvale as media of instruction in Zambezi District schools.

Executive's response

Through the Action-Taken Report, your Committee was informed that the Government still upheld the policy of using zonal local languages as media of instruction across the

country from Grades 1 and 4 and Zambezi District was not an exception. Luvale was recognized by the Government as a zonal language in the west bank and Lunda is also recognized as zonal language in the east bank. A scenario where some Luvale settle in a few school catchment areas in the Lunda zone was common just like they had settled in Kabompo, Solwezi, Kasempa and Mwinilun'ga. But to demand that in schools where Luvale people had settled the medium of instruction from Grades 1 to 4 should change to Luvale irrespective of where they have settled was not tenable. If allowed, this would only bring further confusion in the province and the country.

Committee's Observations and Recommendations

Your Committee acknowledges the response, and resolves to continue monitoring the situation.

Construction of requisite infrastructure at Dipalata Secondary School

Your previous Committee had recommended that in order for the shift from Basic to Secondary Schools to be effective, the Government should construct new teachers' houses, laboratories, other specialised rooms and boarding facilities for pupils at Dipalata Secondary School and also provide electricity.

Executive's response

In the Action-Taken Report, your Committee was informed that the Ministry had taken note of the Committee's recommendation and added that it should be noted that Dipalata Secondary School was one of the selected strategically located basic schools that had been earmarked for upgrading into a Secondary School at a total sum of K1, 455,389.00.

Committee's Observations and Recommendations

In noting the submission, your Committee would like to have a time frame within which it is expected to carry out this project and to have an update on the matter.

Construction of new infrastructure Chinyingi Secondary School

Your previous Committee had recommended that in order to save Chinyingi Secondary School from renting classrooms and hostels, a cost which has proved inhibitive to the Institution, the Government should construct new and more classrooms, laboratories, teachers' houses and ablution blocks, as well as provide electricity.

Executive's response

In the Action-Taken Report, your Committee was informed that the Ministry had taken note. However, due to the current budgetary constraints the Ministry was not able to construct this infrastructure until the funding situation improved.

Committee's Observations and Recommendations

Your Committee, considering the state of the School, urges the Government to consider this matter as an urgent one and therefore treat it with the urgency it deserved.

6. Ndola

The use of vernacular as medium of instruction vis-a-vis the promotion of regionalism

Arising from the public hearing in Ndola, your previous Committee had recommended that Government must take care not to promote tribal and regionalism through the use of vernacular as medium of instruction from Grade 1 to 4, as only teachers proficient in such languages could work in certain regions.

Executive's response

In the Action-Taken Report, your Committee was informed that the Ministry had taken note of the Committee's recommendation and would ensure that the use of vernacular as a medium of instruction from Grade 1 to 4 did not promote tribalism and regionalism.

Committee's Observations and Recommendations

Considering that the response does not indicate how this will be done, your Committee considers it inadequate and therefore requests a more appropriate response within the earliest possible time.

PART IV

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

Financing and Infrastructure Development in Existing and Up-Graded Public Universities, Vis-à-Vis the Establishment of New Ones.

Local Tour - Lusaka, Central, Copperbelt and Muchinga Provinces

Paradigm shift in transformed colleges

Your previous Committee had recommended that apart from infrastructure development in upgraded colleges such as Chalimbana, there was need to psyche existing staff in order to guarantee a paradigm shift from college to university mentality.

Executive's response

Through the Action-taken Report, your previous Committee was informed that the Government had taken note of the Committee's observation and would undertake to operationalise the Higher Education Act that would superintend over higher education. The operationalisation of the Higher Education Act would oversee the application of quality controls in the establishment of private universities also. The Government was currently working on issuance of a commencement order (Statutory Instrument).

Operationalisation of the Higher Education Authority

Your previous Committee had urged the Executive to expedite the issuance of the Commencement Order and to provide a timeframe and awaited an update on the matter.

Executive's response

In the Action-Taken Report, your previous Committee was informed that the Government had already issued a Commencement Order by enacting the Higher

Education Act, No.4 of 2013 to establish the Higher Education Authority (HEA), which would oversee Higher Education. Cabinet had also approved the Cabinet Memorandum establishing the Higher Education Authority Board and ratified the proposed members to sit on the Board. The Board was expected to be inaugurated in the second week of September, 2014. The Board would then be expected to appoint the Director General and other staff with the envisaged full operationalisation of the Higher Education Authority planned for end of 2014.

Committee's Observations and Recommendations

With the Establishment of the Higher Education Authority, your Committee resolves to continue monitoring its performance and the reception from institutions of higher learning.

Merging of Robert Kapasa Makasa and Paul Mushindo Universities

The previous Committee had recommended that in order to avoid duplicity and having two independent universities in the same district, the proposed Paul Mushindo University, should just be a faculty (Paul Mushindo Faculty of Agriculture, for instance) under Robert Kapasa Makasa University.

Executive's response

In the Action-Taken Report, your Committee was informed that the Government had taken note of your Committee's observations that to avoid duplicity, Paul Mushindo and Robert Kapasa Makasa Universities should offer different courses.

Considering that the issue was about two independent universities in the same district, your previous Committee had considered this response misplaced and therefore urged the Executive to consider the earlier recommendation and provide an appropriate response. It awaits a progress report on the matter.

Executive's response

In the Action-Taken Report, your Committee was informed that the Government had plans to construct universities in each province, but this would be done in a phased approach due to budgetary constraints. Currently, the Ministry was building universities in Central, Lusaka and Muchinga provinces. This year, preparations were being made for the construction of universities in Luapula, Southern and Western provinces, while preparations for the construction of universities in Eastern, North Western and Northern provinces would commence in 2014.

Committee's Observations and Recommendations

Your Committee requests and awaits a direct response on this matter, considering that it has not been adequately addressed.

FOREIGN TOUR – ZIMBABWE

Establishment of the students' loan scheme

Your previous Committee had recommended that in view of the fact that there was no assured job market for graduates to enable them repay the loan and lack of an elaborate recovery system for the proposed loan scheme, a poor repayment culture among Zambians (the case of Citizen's Economic Empowerment Commission (CEEC); and only

one country where the loan scheme had been tried, but failed was visited, your Committee had recommended that the Government should subject the proposal to further study, particularly in countries where it had succeeded.

Executive's response

In the Action-Taken Report, your previous Committee was informed that the recommendation for the Government to subject the proposal to further study, particularly in countries where it had succeeded was noted and appreciated. There were some success stories in countries such as Kenya where they had the Higher Education Loans Boards (HELB) and were recovering from former students. Tanzania also through its Higher Education Students Loans Board (HESLB) had started like Zambia and loan recoveries were effected later to the earlier awarded student loans through the services of a debt collector. Consequently, recoveries had since improved. Ghana was also another success story whereby their student loans had now been extended from degree programmes in universities to diploma programmes in colleges. Rwanda also through the Higher Education Student Loans Department had now started loan recoveries from former students.

Your previous Committee had noted the response, but urged Government to provide specific measures taken and how far it had gone with the implementation of the loan scheme for students accessing higher education.

Executive's response

In the Action-Taken Report, your Committee was informed that the Ministry had taken note of Committee's recommendation. The Ministry was currently undertaking a study on the modalities of how the Loans Board would operate in the Zambian context.

Committee's Observations and Recommendations

Your Committee will continue monitoring this matter and therefore requests regular updates on it.

LOCAL TOUR: LUSAKA, CENTRAL, COPPERBELT AND NORTH-WESTERN PROVINCES

Machinery at Northern Technical College (NORTEC)

Your previous Committee had recommended that the Government should consider providing state-of-the art machinery to NORTEC in order to help the institution be technologically relevant to the current industry.

Executive's response

In the Action-Taken Report, your previous Committee was informed that Government had over 9,000 institutions of learning and was currently constrained to meet all the requirements for institutions under its responsibility. However, NORTEC would benefit from the current budget for 2013.

In noting the submission, your previous Committee had urged the Executive to treat the issue of NORTEC with the seriousness it deserved in order to keep it relevant to the Zambian industry.

Executive's response

In the current Action-Taken Report, your Committee was informed that the Government had recognised the importance of equipping NORTEC with the state of the art equipment in order to make it remain relevant to the needs of industry and had taken the matter seriously. In this regard, the Government had engaged the Chinese Government and this had resulted in the procurement of state-of-the art equipment for NORTEC to meet some of the needs at the institution. The Government, in its quest to improve the quality of training had included a number of other training institutions under this initiative and a total of 13 public Trades Training institutions will benefit from the Chinese loan equipment.

Committee's Observations and Recommendations

In noting the response, and a recent submission from the Principal of the College, your Committee would like to get an update on the matter.

Provision of Dual licence at Evelyn Hone College

Your previous Committee had recommended that owing to the nature of the training Evelyn Hone College was offering, the Institution should be allowed to have two licences, for radio and Television.

Executive's response

Your previous Committee had been informed that the Ministry was aware of the challenges Evelyn Horn College of Arts and Commerce was facing as a result of this law. The Ministry intended to engage the relevant authorities on the possibility of exemptions with regard to training institutions and licensing.

Committee's Observation and Recommendations

Your previous Committee, in noting the submission had urged the Government to expedite the exercise for the sake of the efficacy of the students of journalism.

Executive's response

In the subsequent Action-Taken Report, your Committee was informed that the Government had recognised the urgent need for Evelyn Hone College to be granted exemption from the law that barred double certification in the same field due to their need to train students in different areas within the same field. Through the Ministry of Education, Science Vocational Training and Early Education, Evelyn Hone College had engaged the Ministry responsible for Information and Broadcasting to consider the recommendation of your Committee for double licensing.

In noting the submission, your previous Committee had requested for an update from the Ministry and Evelyn Hone on what the engagement had yielded so far.

Executive's response

In the current Action-Taken Report, your Committee was informed that the Ministry had taken note of the Committee's observation and indicated that the Ministry of Education, Science Vocational Training and Early Education and Evelyn Hone College had engaged the Ministry responsible for Information and Broadcasting and was awaiting a feedback of the request for double licensing.

Committee's Observations and Recommendations

Your Committee in noting the submission from the Executive observes that it is now three years since this recommendation was made and the same response has consistently been given. Your Committee, therefore urges the Executive to be more serious about this matter and act quickly.

Conclusion

14.0 Your Committee wishes to express its indebtedness to you, Mr Speaker, for the guidance rendered to it during the Session. Your Committee further wishes to express its gratitude to the Chief Executive Officers of various institutions for their co-operation and input into your Committee's deliberations.

Lastly, your Committee wishes to extend its appreciation to the Clerk of the National Assembly and her staff for the services rendered to it during the Session.

Dr C K Kalila, MP
CHAIRPERSON

May, 2015
LUSAKA

Appendix I

List of Officials

Mr S Kawimbe, Principal Clerk of Committees
Ms M K Sampa, Deputy Principal Clerk of Committees
Mr F Nabulayato, Committee Clerk (SC)
Mr C Chishimba, Assistant Committee Clerk
Ms A Maluwa, Typist
Mr C Bulaya, Committee Assistant
Mr R Mumba, Committee Assistant
Mr M Chikome, Parliamentary Messenger