



REPUBLIC OF ZAMBIA

REPORT

OF THE

COMMITTEE ON EDUCATION, SCIENCE AND TECHNOLOGY

FOR THE

**FIFTH SESSION OF THE ELEVENTH NATIONAL ASSEMBLY APPOINTED
ON 24TH SEPTEMBER, 2015**

PRINTED BY THE NATIONAL ASSEMBLY

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**REPORT OF THE COMMITTEE ON EDUCATION, SCIENCE AND TECHNOLOGY FOR
THE FIFTH SESSION OF THE ELEVENTH NATIONAL ASSEMBLY, APPOINTED ON 24TH
SEPTEMBER, 2015**

Consisting of:

Mr K K Hamudulu, MP, (Chairperson); Ms S Sayifwanda, MP; Mr B Mutale, MP; Mr C Miyanda, MP;
Mr M Mumba, MP; Mr T Kasonso, MP; Mr E C Musonda, MP; and Mr M Muteteka, MP.

The Honourable Mr Speaker
National Assembly
Parliament Buildings
LUSAKA

Sir,

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

Functions of the Committee

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

- a) study, report and make appropriate recommendations to the Government through the House, on the mandate, management and operations of the Ministry of General Education and the Ministry of Higher Education and of departments and/or agencies under their portfolio;
- b) carry out detailed scrutiny of certain activities being undertaken by the Ministry of General Education and the Ministry of Higher Education, departments and/or agencies under their portfolio and make appropriate recommendations to the House for ultimate consideration by the Government;
- c) make, if considered necessary, recommendations to the Government on the need to review certain policies and/or certain existing legislation;

- d) examine annual reports of the Ministry of General Education and the Ministry of Higher Education and departments and agencies under their 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
- e) consider any Bills that may be referred to it by the House.

Meetings of the Committee

3.0 Your Committee held fifteen meetings during the year under review.

Committee's Programme of Work

4.0 During the course of its deliberations, your Committee considered and adopted the Programme of Work as set out below.

- a) Consideration of a topical issue: The Role of Book Publishing and Distribution in Education.
- b) Consideration of the Action-Taken Report (ATR) on the Committee's Report for the Fourth Session of the Eleventh National Assembly.
- c) Consideration of the Action-Taken Report on the Report of the Committee on the Report of the Auditor General on the Deployment of Teachers in Basic Schools for the Fourth Session of the Eleventh National Assembly.
- d) Consideration and Adoption of the Committee's Draft Report for the Fifth Session of the Eleventh National Assembly.

Procedure adopted by the Committee

5.0 Your Committee requested detailed written memoranda on the topics under consideration from relevant stakeholders. Most stakeholders also appeared before your Committee and made oral submissions.

Report of the Committee

6.0 Your Committee's Report is in three parts. Part I is the consideration of the topical issue. Part II reviews the Action-Taken Report on your Committee's Report for the Fourth Session of the Eleventh National Assembly and Part III reviews the Action-Taken Report on the Report of your Committee on the Report of the Auditor General on the Deployment of Teachers in Basic Schools for the Fourth Session of the Eleventh National Assembly.

PART I

THE ROLE OF BOOK PUBLISHING AND DISTRIBUTION IN EDUCATION

Background

7.0 The Ministry of General Education is a major stakeholder in the education book industry with the responsibilities of planning; resource mobilisation and allocation; standards and quality control; and procurement and supply of educational materials to learning institutions.

The major responsibility of book publishers is to ensure continuous supply of approved titles to all schools in a transparent open market system.

In 2014, the Ministry introduced and started to implement a new school curriculum. The Ministry further introduced local languages from Grade 1 to 4 in all subjects. These changes entailed that there was need for the publishing of new books that were aligned to the new curriculum. This meant that publishers had to invest in the development of the relevant educational materials for the effective implementation of these policy changes. The changes also entailed that there was need for an effective book procurement and distribution system.

Your Committee, therefore, undertook a study on the Role of Book Publishing and Distribution in Education.

The objectives of the study were to:

- i. review the policy and legal framework governing the publishing sector;
- ii. ascertain the relevance of publishing houses to the educational system;
- iii. assess the efficacy of the delivery chain between publishers and the education system;
- iv. identify the challenges in publishing; and
- v. assess the quality and relevance of the materials being published by publishing houses for the education sector.

The following institutions made submissions on the topic under consideration:

- (i) Maiden Publishing House;
- (ii) Mwajionera Publishers Limited;
- (iii) Zambia Educational Publishing House;
- (iv) Oxford University Press;
- (v) Bookworld Africa Limited;
- (vi) Marvel Publishers;
- (vii) MK Publishers Limited;
- (viii) University of Zambia Press;
- (ix) Book Hut Limited;
- (x) Zaken Book Publishers Limited;
- (xi) Enobel Book Centre;
- (xii) Times Printpak Zambia;
- (xiii) Longman Zambia Educational Publishers Limited;
- (xiv) Grey Matter Limited;
- (xv) Zambia National Educational Coalition;
- (xvi) Basic Education Teachers Union of Zambia;
- (xvii) Secondary School Teachers Union of Zambia;
- (xviii) Zambia National Union of Teachers;
- (xix) Book Publishers Association of Zambia;
- (xx) Book Sellers Association of Zambia
- (xxi) Ministry of General Education; and
- (xxii) Ministry of Higher Education.

SUMMARY OF STAKEHOLDERS' SUBMISSIONS

The policy and legal framework governing book publishing and distribution in the education sector in Zambia

7.1 Your Committee was informed that Chapter 9 of the 1996 *National Policy on Education* stipulates how book development, publishing and distribution should be conducted in the Education Sector. The Policy outlines the responsibilities of key players in the book industry, including the

responsibility of the Ministry of General Education, as well as the relationship between the publishers and the Ministry.

The responsibilities of the private publishers include book development, production, marketing and distribution while the responsibilities of the Ministry of General Education include coordination, regulation, and approval of all educational materials going into schools; and encouraging the growth of the local book industry in Zambia.

Your Committee was further informed that sections 95, 96 and 97 of the *Education Act* No. 23 of 2011, mandates the Ministry of General Education to specify the national school curriculum, syllabi, books and other educational materials. Furthermore, the *Zambia Education Curriculum Framework* of 2013, provides guidelines on the preferred type of education that the nation has chosen. The Framework spells out learning areas for early childhood education, primary, secondary, adult literacy and colleges of education. It also provides information from which syllabi are developed and consequently education materials are developed and published for distribution in schools.

Your Committee also learnt that the *Education Statistical Bulletin* provides statistics annually on various education issues including enrolments. This Policy document assists the Ministry to project the pupil to book ratio and guides publishers on the quantities of educational books to be procured and distributed.

The role of Book Publishing Houses in the Education Sector

7.2 Your Committee was informed that book publishing in the Zambian education sector had been liberalised with 95 percent of all book publishing being undertaken by the private sector and 5 percent being undertaken by the Zambia Education Publishing House (ZEPH). The roles of publishing houses were to:

- a) initiate, develop, produce, publish and supply educational materials to institutions of learning;
- b) market their product to the public and in particular institutions of learning;
- c) liaise with the Government through the ministries responsible for education on the requirements needed for effective development of education materials;
- d) ensure that they used qualified and experienced authors to write their books; and

- e) ensure that all educational materials developed and produced were of high quality and met the minimum standards and requirements stipulated in the guidelines known as the ‘Criteria for Book Evaluation’.

With regard to their relevance, your Committee was informed that book publishing houses were relevant and important stakeholders in the book production and supply chain in the education sector. These firms complimented Government’s effort in the provision of education materials to institutions of learning and also provided jobs in the private sector. It was, however, observed that book development and publishing was still not yet fully developed and, therefore, upcoming local publishers needed more encouragement and resources to make the industry grow.

The effectiveness of the delivery chain between publishers and the education sector

7.3 The stakeholders submitted to your Committee that the major challenge faced by the delivery chain was lack of capacity by publishers to distribute or deliver books in an efficient manner. The stakeholders contended that despite being involved in the delivery of books, most publishers had neither financial resources nor reliable and adequate transport to deliver books in good time countrywide, especially in the hard to reach areas. A number of stakeholders who commented on the issue of the effectiveness of the delivery chain were of the view that the Ministry of General Education was better placed to deliver educational materials to schools that were in areas that were difficult to reach because they had the capacity and were represented in every region and district. On the other hand, the private sector was better placed to deliver educational materials in areas that were easy to reach.

The quality and relevance of the materials published by publishing houses for the education sector

7.4 Your Committee was informed that the Ministry of General Education, through the Curriculum Development Centre (CDC), evaluated the education materials published by publishing houses in line with the Evaluation Criteria of 2013. Stakeholders were of the view that most materials were relevant and suitable for use across the school system. It was, however, pointed out that some materials were perceived to be either above or below the learners’ level of understanding and in some cases not adapted to the local setting.

Challenges in the publishing sector

7.5 Stakeholders highlighted a number of challenges that were being faced in the book publishing sector including the ones outlined below.

- i) ***Misunderstanding of the centralised versus decentralised procurement system.*** A number of stakeholders submitted that in 2014, the Ministry of General Education introduced a centralised book procurement system which entailed that books would be selected and procured centrally by the Ministry itself. The Ministry would also be responsible for the delivery and supply of books. Your Committee, however, learnt that the Ministry of General Education had always procured textbooks using the centralised procurement system. What was different was that in the decentralised system, selection of textbooks was done by individual schools in line with the contracts awarded by the Ministry of General Education Headquarters, which meant that book publishers and book sellers were involved in the delivery and supply of books. Since 2014, the Ministry was selecting books using a centralised approach through framework/running contracts and one-off contracts with publishers/bidders who met the criteria of the Ministry. The Ministry was also responsible for the delivery of books to schools.
- ii) ***Cost of books.*** Under the decentralised procurement system, the unit cost of the textbooks was not subjected to the evaluation criteria and selection of textbooks was done at individual schools while under the centralised procurement system, the unit cost and quality were factors in the evaluation criteria and the selection of textbooks was done centrally. The competitive tenders (centralised buying) had brought about huge savings in the unit cost of text books with a 500 percent reduction being realised in many cases. The decentralised book procurement method tended to push up the cost of textbooks when compared with the centralised procurement method.
- iii) ***Lack of understanding of the roles of CDC and those undertaken by the Ministry's Procurement Unit.*** The role of the CDC was book evaluation and book approval. On the other hand, the role of the Procurement Unit was mainly facilitating the procurement process that was done in line with the provisions of the *Public Procurement Act* No.12 of 2008, and the *Public Procurement Regulations* of 2011. The process of book evaluation by CDC was purely on quality issues based on the textbook content. It was not a procurement authority to supply textbooks to schools. The procurement process by the Procurement Unit was based both on

quality and cost. This procurement process gave the publishers authority to supply the textbooks to schools. The two processes were, therefore, independent of each other and transparent.

- iv) ***Inadequate procurement capacity at the lower levels.*** The existing structure in the Ministry of General Education had no establishment for procurement officers at district and school levels. This had created a gap in the procurement process as the lower levels could not be mandated to conduct procurement activities.
- v) ***Lack of sufficient qualified writers and illustrators in the private sector.*** The private sector relied on writers that were employed by the Ministry of General Education.
- vi) **Reluctance by book publishers to publish books with low print-runs.** Depending on the subject area, some books only required a few copies to be printed. This resulted in reluctance by publishers to publish these books thereby creating a shortage of materials in such subject areas.
- vii) The tender process was lengthy and tended to create pressure on suppliers while the tender requirements were cumbersome and costly.
- viii) The Government's budget allocation to the Ministry of General Education for the purchase of books was inadequate.

Concerns raised by stakeholders

7.6 The stakeholders who appeared before your Committee raised a number of concerns as set out below.

- a) The stakeholders' expressed concern with the centralised book procurement system. They argued that teachers, who were the users of the publications, had no say in the selection of education materials that were approved for delivery to schools as they were selected at the Ministry of General Education Headquarters. This was not the case with the decentralised procurement system which allowed teachers to choose books from a list of approved books according to their best judgment of the needs of pupils. The stakeholders were of the view that the Ministry of General Education should revert to the decentralised book procurement system.

- b) The stakeholders contended that the centralised buying system was not fair and was not transparent. They lamented that the system hampered the progressive development of the local publishing industry. This was because most publishers relied on publishing of school books for a large part of their business. Therefore, unsuccessful bidders would always struggle to raise funds for future projects. The stakeholders also added that the system hindered the development of book shops as booksellers were left out in the delivery chain.
- c) Stakeholders raised concern on the involvement of the CDC in the writing of educational materials. They were of the view that this created an unfair advantage because the same CDC writers would also be involved in the evaluation process and this could lead to bias. The stakeholders submitted that the CDC should concentrate on developing syllabi and evaluating books and only develop books in instances where publishers were unavailable to do so.
- d) The stakeholders were concerned that publishers were asked to submit materials for approval at any time by the CDC without any consistency. As a result, scores for approved books were not benchmarked against each other. Furthermore, the evaluation process took long as there was no set timeline. The stakeholders suggested that books should be evaluated at the same time to ensure consistency in the scores.
- e) A concern raised specifically by the book sellers was that registered book sellers were no longer participating in book distribution because both the Ministry of General Education and the book publishers had involved themselves in book distribution, thereby cutting them off. In addition, unregistered book sellers were used at times to distribute books. Book sellers argued that only registered ones should be allowed to participate in book distribution to schools.
- f) Concern was raised that the centralised book procurement system had delayed book distribution to schools. The process of delivering to a central warehouse in Lusaka for onward distribution to schools by the Ministry was rather tedious and slow. Books usually reached schools late and sometimes did not even reach schools.
- g) A concern was raised that the centralised book procurement system was hampering the reading culture in the country. This stemmed from the fact that only one book was approved per grade per subject meaning that teachers and pupils had no variety of reference materials to choose from

as they had to stick to the approved text. Under the decentralised system, schools were able to choose books from more than one publisher.

- h) The stakeholders lamented that there was rampant photocopying of their publications due to the weak enforcement of copyright laws.

COMMITTEE'S OBSERVATIONS AND RECOMMENDATIONS

7.7 Your Committee's observations and recommendations are set out hereunder.

- i) There is no specific book policy to serve as a reference for stakeholders in the publishing sector.

Your Committee, therefore, recommends that the Government should formulate a national book policy that will guide the publishing, procurement and distribution of books.

- ii) There seems to be no consensus between the Government and stakeholders on the best procurement system. The centralised book procurement system has brought about a number of concerns as raised by most stakeholders who appeared before your Committee.

Your Committee recommends that the Government should, as a matter of urgency, clarify the matter relating to the procurement system with all relevant stakeholders so that there is clear understanding of procurement procedures that are being used to purchase and distribute books.

- iii) The CDC's involvement in the development of education materials may deprive private sector publishers of business and hinder the growth of the publishing sector.

Your Committee recommends that the CDC should restrict its role to its mandate, that is, evaluation and approval of books. Members of staff working at CDC should not be involved in authoring books except when publishers are unavailable to do so.

- iv) The book evaluation process by the CDC appears to be lengthy and has no clear timeline.

Your Committee recommends that as a matter of urgency, the Ministry of General Education should set up specific timelines for the different stages in the evaluation and approval process which should be availed to all relevant stakeholders.

- v) The sole distribution of books by the Ministry of General Education has negatively impacted book sellers as it has led to the closure of bookshops all around the country.

Your Committee urges the Government to ensure that all the significant players, including book publishers and book sellers, are part of the distribution chain as a way of creating employment and empowering citizens. The inclusion of book sellers will no doubt lead to the reopening of bookshops that have closed around the country and lead to an improved reading culture and ultimately more literate citizens.

- vi) Publishing houses and book sellers appear to have limited capacity to distribute books especially in remote and difficult to reach parts of the Country.

Your Committee recommends that the Ministry of General Education should take up the distribution of books to areas where the private sector appears to have problems to reach.

- vii) The Government has not exploited the potential of Times Printpak Zambia Limited (TPPZ) and Zambia Education Publishing House (ZEPH) which are state owned publishing houses.

Your Committee recommends that the Ministry of General Education should have a deliberate policy of awarding a certain percentage of its contracts to the TPPZ and the ZEPH.

- viii) Despite the existence of the *Copyright and Performance Rights Act*, Chapter 406 of the Laws of Zambia, its enforcement is weak, resulting in the general public photocopying published educational materials at will.

Your Committee urges the Government to ensure enforcement of the *Copyright and Performance Rights Act* so that the interests of publishers are protected. One way of doing this is by controlling the sale of photocopied materials by unregistered book sellers and vendors.

- ix) The Government's budgetary allocation to the Ministry of General Education for the purchase of books is inadequate. This situation can impact negatively on book development and distribution to schools and ultimately disadvantage the pupils who are the end users.

Your Committee urges the Government to ensure that the budgetary allocation to the Ministry of General Education for the purchase of books is increased.

- x) Only one book per grade per subject is approved. Therefore, teachers and pupils have no variety of reference materials to choose from and this limits their research base and reading culture.

Your Committee recommends that the Government should ensure that end users have a wider variety of reading and reference materials to choose from if the country is to produce properly educated citizens.

- xi) The current centralised book procurement system was introduced as a temporary measure which was necessitated by the introduction of the new curriculum.

Your Committee recommends that the Ministry of General Education should revert to the decentralised system of book procurement and delivery and concentrate on delivering books to difficult to reach areas.

In addition to the observations and recommendations above, your Committee wishes to express its concern at the apparent disunity among the members of the BPAZ and hopes that the current impasse in the Association can be resolved in the shortest possible time.

PART II

CONSIDERATION OF THE ACTION-TAKEN REPORT ON YOUR COMMITTEE'S REPORT FOR THE FOURTH SESSION OF THE ELEVENTH NATIONAL ASSEMBLY

8.0 Your Committee considered the responses by the Government to its recommendations made in the previous report and resolved to follow up some of the issues presented below.

The Delivery of Education in Institutions of Higher Learning

8.1 Your previous Committee had recommended that the Government should ensure that TEVET institutions of higher learning were 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.

Government's Response

It was reported in the Action-Taken Report that the Government, through the then Ministry of Education, Science, Vocational Training and Early Education, had recently equipped Lusaka Business and Technical College with state-of-the-art equipment through a Chinese supported initiative. Additionally, the Government also equipped Luanshya Technical and Business College with state of the art electronics and electrical training equipment with an additional twelve TEVET Trades schools expected to receive similar equipment in the near future. The African Development Bank (AfDB) financed support to Science and Technology Education Project (SSTEP) project was further expected to equip an additional five institutions with state of the art equipment in 2015.

Committee's Observations and Recommendations

Your Committee awaits a progress report on the equipping of an additional five institutions with state of the art equipment to be financed by AfDB.

8.2 Your previous Committee had recommended that the lecturers in TEVET institutions who were of technical importance to the industry should be appropriately remunerated in order to keep them in those institutions where their services were required to keep the institutions running.

Government's Response

It was reported in the Action-Taken Report that the Government through the then Ministry of Education, Science, Vocational Training and Early Education was in the process of exploring ways of improving the conditions of service for all lecturers in TEVET institutions especially those with courses of technical importance to industry and the country as a whole.

Committee's Observations and Recommendations

Your Committee notes the response and awaits a progress report on the process of exploring ways of improving the conditions of service for all lecturers in TEVET institutions.

8.3 Your previous Committee had recommended that 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.

Government's Response

It was reported in the Action-Taken Report that the Government was faced with a lot of demands on the limited financial resources available to it. However, the Ministry had taken note of the recommendation by your Committee and would endeavour to increase allocations to TEVET institutions in the coming budgets as resources allowed.

Committee's Observations and Recommendations

Your Committee requests a progress report on the process of exploring ways of improving the funding to all TEVET institutions.

8.4 Your previous Committee had recommended that 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.

Government's Response

It was reported in the Action-Taken Report that the Government, through the then Ministry of Education, Science, Vocational Training and Early Education was actively seeking Public Private Partnerships (PPPs) in various areas of training and infrastructure development and had on offer a number of incentives that included among others, land offers; training of employees; commercial business ventures; and many more.

Committee's Observations and Recommendations

Your Committee awaits a more concrete report on how the Ministry of Higher Education is seeking PPPs.

8.5 Your previous Committee had recommended that there should 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 adaption.

Government's Response

It was reported in the Action-Taken Report that the Government would endeavour to facilitate interface between TEVETA training providers and MSMEs to strengthen vocational training outputs.

Committee's Observations and Recommendations

Your Committee awaits a more concrete report on how the Ministry of Higher Education is facilitating the interface between MSMEs and TEVETA training providers.

8.6 Your previous Committee had recommended that while the Government was grappling with the establishment of a loan scheme that would 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.

Government's Response

It was reported in the Action-Taken Report that the Government would assess the cost implication of this recommendation and consequently assess its feasibility.

Committee's Observations and Recommendations

Your Committee awaits a progress report on the process of assessing the feasibility and the cost implication.

Foreign Tour- Mauritius

8.7 Your previous Committee had recommended that 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.

Government's Response

It was reported in the Action-Taken Report that the Government, through the then Ministry of Education, Science, Vocational Training and Early Education just obtained approval in principle from Cabinet for the establishment of the Loans Board. It was envisaged that all legal provisions would be completed by the end of the year and the Loans Board would be operational by the start of 2016

Committee's Observations and Recommendations

Your Committee awaits an update on the establishment of the Loans Board.

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

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

8.8 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 No.23* of 2011 should be revised and amended accordingly. Your Committee had further urged the Executive to expedite the amendment of the two policy instruments and to provide a timeframe to the process.

Government's Response

It was reported in the Action-Taken Report that the two documents were being revised. Consultants were working on them and national consultative meetings would take place in August and September, 2015. The process was expected to be completed by the end of the year.

Committee's Observations and Recommendations

Your Committee awaits a progress report on the revision of the National Education Policy, *Educating Our Future* and the *Education Act* of 2011.

8.9 Your previous Committee had recommended that in order to avoid confusion, there should be a clearly articulated implementation strategy and guidelines to the shift from basic- high school to primary-secondary school. Following an indication from the Government that it would develop the implementation strategy and guidelines, your Committee had urged the Executive to move quickly and requested that it be availed a copy of the draft document.

Government's Response

It was reported in the Action-Taken Report that the draft document was being worked on and it would be availed in due course.

Committee's Observations and Recommendations

Your Committee awaits a progress report on the completion of the development of the implementation strategy and guidelines.

8.10 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. Your Committee had further urged the Government to ensure that the schools being built were appropriately equipped.

Government's Response

It was reported in the Action-Taken Report that the Ministry was implementing a massive secondary school construction programme 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.

It was further reported in the latest Action-Taken Report that in the 2015 Annual Work Plan and Budget, the Ministry had allocated funds for equipping fifty secondary schools with desks. This would be implemented as soon as funds were availed to the Ministry.

Committee's Observations and Recommendations

Your Committee awaits a progress report on the equipping of fifty secondary schools with desks.

8.11 Your previous Committee had requested information on when the proposed Education (Amendment) Bill would be taken to Parliament and suggested that schools running from nursery to grade twelve should be known as 'comprehensive school' instead of "combined school" as was being proposed in the Education (Amendment) Bill.

Government's Response

It was reported in the latest Action-Taken Report that the proposed Bill was likely to be taken to Parliament before the end of 2015. Schools running from Early Childhood Education (ECE) to grade twelve might be termed as "mixed schools" rather than comprehensive schools. However, this would be subjected to further discussions with stakeholders.

Committee's Observations and Recommendations

Your Committee awaits a progress report on the presentation of the Education (Amendment) Bill in Parliament.

LOCAL TOURS

Mumbwa

8.12 Your previous Committee had recommended that the Government should rehabilitate or replace infrastructure, particularly the dining hall and administration block at Mumbwa Secondary School.

Government'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. In the latest Action-Taken Report, the Government reported that the rehabilitation of the dining hall and administration block at Mumbwa Secondary School shall be considered in subsequent budgets.

Committee's Observations and Recommendations

Your Committee requests a progress report on the matter.

Kaoma

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

Government's Response

Through the Action-Taken Report, your Committee was informed that due to competing demands, the construction of new specialised rooms would be undertaken once funds were available. The Ministry would however within the limited resource envelope undertake to re-equip the existing specialised rooms at Kaoma Secondary School.

Committee's Observations and Recommendations

Your Committee awaits an update on the matter.

Lukulu

8.14 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 had remained unopened due to lack of water, should be operationalised.

Government's Response

Through the Action-Taken Report, the Government stated that the Ministry would ensure that mechanisms to extract iron from the borehole water were installed in readiness for opening the school in January, 2015. It was further reported that the contractor had since installed equipment to extract iron from the water and would soon erect overhead tanks. It was later reported that Lukulu Secondary School would reopen in February, 2016.

Committee's Observations and Recommendations

Your Committee urges the Government to expedite the operationalisation of the school and awaits an update on the matter.

8.15 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.

Government's Response

It was reported through the latest Action-Taken Report that the Government had noted the recommendation and the issue shall be considered in subsequent budgets.

Committee's Observations and Recommendations

Your Committee requests a progress report on the matter.

Zambezi

8.16 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.

Government'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 one and four and Zambezi District was not an exception. Luvale was recognised by the Government as a zonal language in the west bank and Lunda was also recognised 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 one to four should change to Luvale irrespective of where they had settled was not tenable. If allowed, that would only bring further confusion in the province and the country.

In the latest submission to your Committee on the issue, the Permanent Secretary reported that the Lunda sued the Luvale over this issue and the case was in Ndola High Court and the verdict was passed in favour of the Lunda. This was passed on to the President and the Ministry of General Education had not yet been officially communicated to.

Despite the above judgement, the problem had persisted. The President had further appointed a Commission of Inquiry into the matter through the Ministry of Chiefs' Affairs to find a lasting solution. The findings had not yet been made public.

Meanwhile, the three schools were still using English as the medium of instruction for the lower grades while books in Lunda and Luvale had not been distributed to schools. Teaching and learning was going

on using Luvale in the West Bank and Lunda in the rest of the schools in the East Bank except for the three schools.

Committee's Observations and Recommendations

Your Committee will continue monitoring the situation and await a progress report on the matter.

8.17 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.

Government's Response

In the Action-Taken Report, your Committee was informed 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. It was further reported in the latest Action-Taken Report that the Ministry had since released K454,545.45 towards the construction of a 1x3 classroom block and one teacher's house. More funds would be disbursed from the 2016 budget for additional infrastructure.

Committee's Observations and Recommendations

Your Committee awaits a progress report on the release of the remaining funds allocated to the upgrading of Dipalata Secondary School.

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

8.18 Your previous Committee reiterated its recommendation 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.

Government's Response

It was reported in the latest Action-Taken Report that the Government had taken the recommendation under consideration and would be coming up with a decision on the possible merger of the two universities soon.

In the latest submission before your Committee, the Ministry of Higher Education reported that the Ministry was mooting the possibility of placing these two under already existing Universities such as Copperbelt University (CBU) or University of Zambia (UNZA). They would then operate as a remote faculty or campus with only a Dean heading the institution instead of the whole management structure. In this light, both CBU and UNZA were invited to visit Robert Kapasa Makasa and present proposals to the Ministry. Decisions on the matter would be made upon receipt of these proposals and exhaustive consultations with all stakeholders. It was envisaged that a similar route might be taken for Paul Mushindo once it was near completion.

Committee's Observations and Recommendations

Your Committee awaits an update on the matter.

8.19 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.

Government's Response

In the latest Action-Taken Report, your previous Committee was informed that 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 thirteen public trades training institutions would benefit from the Chinese loan equipment.

The Ministry of Higher Education further submitted before your Committee that equipment was expected to arrive in the Country in batches. The procurement process for the first batch was completed and the

first consignment containing equipment for Lusaka Technical and Business College (LBTC) was received in the late quarter of last year. It was anticipated that the next batch would start arriving in the country by August 2016. The equipment mainly covered electrical and electronics engineering, automotive engineering equipment, as well as teaching and office supplies.

Committee's Observations and Recommendation

Your Committee notes the response and awaits a progress report on the completion of the procurement process for the equipment.

8.20 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. The Government had further been urged to expedite the process of allowing the College to hold two licences for the sake of the efficacy of the students of journalism.

Government's Response

It was reported in the latest Action-Taken Report that the Government would endeavour to resolve the issue as soon as was practically possible.

Committee's Observations and Recommendations

Your Committee awaits an update on its recommendation to allow Evelyn Hone College to hold two licences, for radio and television.

PART III

CONSIDERATION OF THE ACTION-TAKEN REPORT ON THE REPORT OF THE COMMITTEE ON THE REPORT OF THE AUDITOR-GENERAL ON THE DEPLOYMENT OF TEACHERS IN BASIC SCHOOLS FOR THE FOURTH SESSION OF THE ELEVENTH NATIONAL ASSEMBLY

8.21 Your previous Committee had recommended that the Ministry of General Education should introduce a separate Information Management System to manage information on recruitment, deployment and transfer of teachers which also complemented Payroll Management and Establishment Control (PMEC) system.

Government's Response

It was reported in the Action-Taken Report that the Ministry had progressively improved the quality of the information systems related to recruitment, deployment and transfers of teachers to the extent that currently, transfers both at district and provincial level could only be effected when a payroll vacancy had been identified and deemed available for occupation. Further, the Ministry was undertaking an institutional assessment which when completed would pave way for the restructuring of the Ministry and create structural positions to manage the Information Management System. This undertaking would also facilitate and support the effective and efficient management of the payroll in relation to transfers.

Committee's Observations and Recommendations

Your Committee requests a progress report on the institutional assessment the Ministry was undertaking.

8.22 Your previous Committee had recommended that the Government should create an enabling economic environment through Public Private Partnerships (PPPs) to provide the necessary social and economic amenities that would make rural areas attractive to teachers and other civil servants. Further, rural and remote hardship allowances should be adjusted upwards from 25 percent to 40 percent of the basic pay.

Government's Response

It was reported in the Action-Taken Report that the Ministry's Infrastructure Development Plan took into account the construction of more teachers' houses to mitigate the shortage of accommodation for recruited teachers. Further, rural and remote hardship allowances had been progressively increased in line with the collective agreements signed between the Government and the four teacher unions, namely, the Basic Education Teachers Union of Zambia (BETUZ), Secondary School Teachers' Union of Zambia (SESTUZ), Professional Teachers Union of Zambia (PROTUZ) and Zambia National Union of Teachers (ZNUT). The upward adjustment of the current rural and remote hardship allowance from 25 percent to 40 percent of the basic pay could only be undertaken through the process of collective bargaining and the matter was being considered by the Joint Collective Bargaining Unit.

Committee's Observations and Recommendations

Your Committee awaits a progress report on the recommendation to adjust upward, rural and remote hardship allowances for teachers from the current 25 percent to 40 percent.

CONCLUSION

9.0 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 all the stakeholders who submitted memoranda and appeared before it, for their cooperation.

Lastly, your Committee wishes to express its gratitude to the office of the Clerk of the National Assembly for the services rendered to it during the session.

K K Hamudulu, MP
CHAIRPERSON

April, 2016
LUSAKA

APPENDIX I

List of Officials

Mr S C Kawimbe, Principal Clerk of Committees

Ms M K Sampa, Deputy Principal Clerk of Committees

Mr F Nabulyato, Committee Clerk (SC)

Mrs D Mukwanka, Assistant Committee Clerk

Mrs A M Banda, Assistant Committee Clerk

Ms C Mtonga, Stenographer

Mr C Bulaya, Committee Assistant

Mr M Chikome, Messenger