

**REPORT OF THE COMMITTEE ON EDUCATION, SCIENCE AND TECHNOLOGY FOR
THE THIRD SESSION OF THE ELEVENTH NATIONAL ASSEMBLY, APPOINTED ON
26TH SEPTEMBER, 2013**

Consisting of:

Dr C K Kalila, MP, Chairperson; Ms S Sayifwanda, MP; Mr B Mutale, MP; Mr C Miyanda, MP; Mr S Mushanga, MP; Mr K K Hamudulu, MP; Mr E C Musonda, MP; and Mr R P Mtolo, MP.

The Honourable Mr Speaker
National Assembly
Parliament Buildings
LUSAKA

Sir,

Your Committee has the honour to present its Report for the Third 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 (16) sixteen meetings during the Session. Your Committee's Report is in three parts. Part One is the consideration of the topical issue; Part Two is on the local tour; and Part Three is the consideration of the Action-Taken Report on your 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 New Topical Issue; The Structure of the Zambian Education System: From Basic- High School to Primary-Secondary School; Opportunities and Challenges
- (ii) Local Tour;
- (iii) Consideration of the Action-Taken Report (ATR) on the Committee's Report for the Second Session of the Eleventh National Assembly; and
- (iv) Consideration and Adoption of the Committee's Draft Report for the Third Session of the Eleventh National Assembly.

Procedure Adopted

5.0 In order to gain insight into the inquiry on the Structure of the Zambian Education System: From Basic- High School to Primary-Secondary School; Opportunities and Challenges, your Committee interacted with the following institutions:

- (i) University of Zambia;
- (ii) Copperbelt University;
- (iii) Zambian Open University;
- (iv) Zambia National Education Coalition (ZANEC)
- (vi) Zambia National Union of Teachers (ZNUT);
- (vii) Ministry of Education, Science, Vocational Training and Early Education;
- (viii) Teaching Service Commission;
- (x) Basic Education Teachers' Union (BETUZ);
- (xi) Kwame Nkrumah University;
- (xiii) Mukuba University;
- (xiv) Chalimbana University;
- (xv) Prof. Robert Serpell, Former Vice Chancellor, UNZA;
- (xvi) Kabulonga Girls' Secondary School PTA/Board;
- (xvii) Northmead Secondary School PTA/Board;
- (xviii) Private Universities Association of Zambia;
- (xxi) Kitwe College of Education;
- (xxii) Secondary School Teachers' Union of Zambia (SESTUZ);
- (xxiii) Munali Secondary School PTA/Board; and
- (xxiv) Private Schools and Colleges Association of Zambia

PART 1

TOPICAL ISSUE:

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

Background/Rationale

6.0 The 1977 Education Reforms saw the birth of Basic Education, which was premised on a two-fold rationale of:

- (i) enabling pupils to attain a standard of functional education which would equip them to live productively in society and to possess occupational competence in a skill or group of skills in the event that they did not proceed beyond Grade 9; and
- (ii) allowing pupils to grow two years older before they would have to fend for themselves in the world of work if they did not continue with full-time school or training.

This was a shift from the 7-5-4 structure, denoting seven years of primary education (four years of lower and three years upper primary); five years secondary (two years of junior and three years of senior secondary); and four years of university to first degree level, to a 9-3-4 structure. (Educating Our Future. 1996, P.9-10)

In keeping with the Patriotic Front (PF) Manifesto for 2011 to 2016, on the education sector which says, inter alia, "In order to raise the educational standards, the PF shall phase out basic education and reintroduce a conventional early educational, primary, secondary and tertiary education system," (PF Manifesto, 2011.8), the Government has embarked on the implementation of this pronouncement, reverting to the old system.

Objectives

The objectives of this inquiry were to assess:

- i. the adequacy of the policy and legal framework guiding the shift;
- ii. the implications of the change on infrastructure and materials acquisition in the affected schools;
- iii. what measures were place in to handle the shocks, if any, created by the shift;
- iv. the benefits, if any, of the new structure;
- v. how the shift had been received by:
 - (a) pupils;
 - (b) parents;
 - (c) teachers;
 - (d) the community at large; and
- vi. recommend the way forward.

Summary of Submissions by Stakeholders

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

As a preamble to this discourse, your Committee was informed that arising from the realisation of the role education played in personal and national development, international organisations such as the United Nations, had organised conferences that had assisted to encourage governments to pay serious attention to education. Some of such conferences had been organised by Non-Government Organisations (NGOs). One such remarkable conference was the Addis Ababa Conference of 1961 that made excellent resolutions and set targets to be achieved in the short and long term. The resolutions of the Addis Ababa Conference became part of Zambia's blueprint for education. Many viewed this Conference as the genesis for many African countries' earnest desire to provide education to all eligible children. The Addis Ababa Conference became the catalyst and added impetus to the idea that, with serious commitment and political will, good education could be made available to all eligible children. Another notable conference on education was the Jomtien Conference (1990). While the Addis Ababa Conference comprised mostly African representatives, the Jomtien Conference on the other hand, was global. This conference re-ignited the concept of Education for All (EFA). The desire to provide 'Education for All' has greatly influenced policy in many countries in general and Zambia in particular.

Legal and policy framework

Your Committee was informed that the current legal framework guiding the structure of the education system in Zambia was the Education Act of 2011, which in Section 13, 2 (e) provides that, the fundamental school system shall be organised into the following units:

- a) *Early Childhood, Care, Development and Education;*
- b) *Basic School;*
- c) *School for Continuing Education;*
- d) *High School, and*
- e) *Tertiary.*

It is clear that while a shift from Basic/High to Primary/Secondary school had been propagated by the Ministry of Education, Science, Vocational Training and Early Education, the Education Act still maintained the old structure of Basic/High school. Stakeholders contended that the only available official policy framework that referred to the education structure was Educating Our Future of 1996, which provides for basic/high school structure. The other document was the Patriotic Front (PF) Party Manifesto 2007, which in Article 5.1 provides for primary/secondary school structure, as follows:

In terms of quality of education, the present experiment with the so-called basic education has been grossly unsatisfactory. To address problems of limited access, poor quality and inappropriate curriculum, the PF government will . . . :

- i) *increase expenditure on education to cater for the planned expansion and up-grading of infrastructure and teaching resources;*
- ii) *phase out basic education within the first three years in office and re-introduce a distinct primary, secondary and tertiary education system; and*
- iii) *revise the curriculum to include practical subjects.*

It was evident that the shift from basic/high to primary/secondary school has been made in line with the Patriotic Front Manifesto statement on the need to improve access and quality of education being offered in schools. There was, however, no legal backing to the shift as the Education Act, 2011, has not been amended to accommodate the change.

Dissemination of the news about the shift

Your Committee was informed that all the players in the education sector had received the news of the shift from the basic/high to primary/secondary school structure with mixed feelings. Teachers, school managers and district education managers all first received the news through the Education Minister's pronouncement on national electronic and print media. The districts were then communicated to in writing and they, in turn, held meetings with school managers who were tasked to pass on this policy change to their staff and the community.

Reactions to the shift

a. District and school managers

This category of education functionaries had received the news well and were sure that it would yield positive results of enhanced quality education and positive competition for achievement among learners, if only requisite teaching and learning materials and infrastructure were provided.

b. Teachers

Teachers were divided between diploma and certificate holders. Secondary diploma holding teachers celebrated the change because they believed that they would now be appropriately placed away from primary schools. However, certificate holders feared loss of status which came with teaching Grades 8 and 9 in the basic school structure. Both categories were uncertain about what would happen to their Grades 8 and 9 when these classes were removed from the primary school, since there were fewer secondary school places available near their catchment areas. They observed that longer distances would be created between the primary schools and the nearest secondary school, thereby disadvantaging younger learners and especially girls. This concern` applied to both rural and urban areas, though it was more pertinent to rural areas where schools were far and apart. An example was cited of an urban area comprising Mandevu, Marapodi, Chipata, Kabanana and Chazanga townships, which had only one secondary school, Highland High Secondary School, covering a number of primary schools. Generally, teachers were not aware of the implementation strategy that the Government would employ to effect the change. They also lamented the lack of teaching and learning

materials, infrastructure and specialised rooms for the teaching of subjects, particularly those in the vocational pathway.

c. Parents

Your Committee heard that parents were equally divided and anxious about the change. Some parents, many of whom had themselves passed through that structure, were in favour of the separation of primary from secondary school because they believed that it would promote quality. Other parents were, however, anxious about the effect of the pyramid structure that would result from this structure where there would be a lot of primary schools against very few secondary schools. They feared that this would see more children dropping out of school at Grade 7 and at a very young age, instead of Grade 9 when they would be a little older. Some even went further to recommend that, as an interim measure, the current upper basic section could be transformed into junior secondary section with separate administration from the primary section, as a way of maintaining the Grade 8 places within the reach of their children. Generally, however, all the three categories of stakeholders strongly felt that the change was good but that it required a very high commitment by the Government to invest in the construction of new secondary schools to increase access to quality secondary education.

d Pupils

Most pupils were happy with the shift, seeing it as an opportunity to access infrastructure that was not available in many basic schools. They also felt that spending five years in one institution, gave their teachers an opportunity to understand and guide them appropriately in their academic work. This was particularly essential with the introduction of the two pathways, academic and vocational. They were, however, quick to point that this shift should not be mere rhetoric but should be backed with practical provision of infrastructure and materials, particularly in upgraded schools. Pupils also expressed anxiety about the new curriculum saying there were too many subjects being offered, some of which may not even have qualified teachers to handle them.

Infrastructure demands

Since the transformation of the education system from primary to basic education during the 1977 Education Reforms, Zambia had made huge investments in the development of infrastructure at basic education level. To date, the basic education subsector was allocated over 70% of the entire education budget, leaving only 30% for the high school and tertiary subsectors. The implementation of the Basic Education Sub Sector Investment Programme (BESSIP) and the current Infrastructure Development Programme (IDP) by the Ministry of Education, had managed to create enough places for the enrolment of over 90% of the children of basic school going age representing 3,478,898 children. Out of these children, 444,469 were at upper basic level (Grades 8 and 9). Thus, the change from basic to primary education entailed that the high school subsector, which currently had 251,632 pupils, would be required to absorb 444,469 more pupils, representing an increase of 177%. This meant that the successful transformation of the education system from basic to primary would require a significant increase in educational infrastructure in the form of classrooms, teacher's

houses, furniture, equipment as well as water and sanitation, just to cater for the current enrolments at upper basic level.

Furthermore, by taking the upper basic section to high schools, more school places would be created at primary school level due to reduced enrolments. Therefore, whereas there would be a huge deficit in the number of places at secondary school level, primary schools would have a huge surplus of school places and infrastructure. Thus, the shift to primary education would create a huge demand for infrastructure at secondary school level and excess infrastructure at primary school level.

Most of the primary schools upgraded to secondary status were meant to operate as primary schools in the first place. When they were upgraded to basic schools so that they could take on Grades 8 and 9, they still lacked the necessary space and facilities fitting a junior secondary school. It was some of these same schools that had since been further upgraded to secondary schools status without matching space and facilities. The question, then, was if these schools did not have the necessary space and facilities to comfortably accommodate Grades 8 and 9, what more with the secondary arrangement that would need even more space, facilities and equipment? Some of the basic schools upgraded did not have necessary science laboratories for Grades 8 and 9. There was going to be great demand on infrastructure, facilities and requisite equipment. The situation was even more difficult for boarding schools, where the infrastructure needed went beyond just academic ones.

Implications on materials acquisitions and provision

It went without saying that any change in a system had ramifications, some positive and others negative. As such, the shift in the school system had implications on materials acquisition and provision. When the Basic – High school structure was introduced, the high schools had to surrender their books meant for Grades 8 and 9 to basic schools and so they would have to start restocking. It was important to note that there were more primary schools that became basic schools so much that some schools did not even get any of these books and other materials. However, realising that the curriculum was scaffolded in such a way that progress was from the known to the unknown, some secondary schools did not surrender all their books because they felt that they would from time to time need to refer to them. For example, the Grade 10 English Pupils' Book makes several references to the Grade 9 Pupils' Book. This meant that while on paper it was assumed that basic schools had been given materials for junior classes by high schools, the situation on the ground was different. Although efforts were later made by the Ministry of Education to beef-up stocks, the new books were understood to be additional to what was assumed to be there. The book-pupil ratio did not improve and it remained still high. At the time of introducing basic education, the Government received massive donor support, which helped to ameliorate the costs. They feared that this may not be possible in the current shift, which may just make the change burdensome.

The current shift demands massive financial investment to procure materials not only for the existing Grades, that was, ten to twelve, but more so for the re-introduced Grades (8 and 9) as these would be 'new' in most secondary schools. In addition, since the infrastructure in high schools would now have to be shared among Grades 8 and 9

pupils, high schools would be forced to admit fewer classes for Grades 10 to 12. This would consequently result in high dropout rates at Grade 10 level, meaning that the number of children completing Grade 12 would also drop significantly. Similarly, at primary school level, most children would be dropping out at Grade 7 level due to long distances to the nearest secondary schools and inability to afford the high cost of accessing secondary education. The shift in the policy has far reaching implications on materials acquisition which would manifest themselves in the following:

- (i) it would cost secondary schools substantial amounts to acquire appropriate materials for Grades 8 and 9 at a goal, in various subjects; and
- (ii) for secondary schools that were previously basic schools, they only had materials for Grades 8 and 9 (obviously in small quantities). They, therefore, urgently need materials for Grades 10 – 12.

It was obvious, therefore, that the Government would not be able to finance the acquisition of the needed materials in the short term. The huge burden may just be on the already overburdened parents, in the name of cost sharing and this would render free education untenable. This assumption was arrived at after looking at how erratic funding had been to schools in the recent past. This had forced schools to look to parents for support. Parents were not only involved in the acquisition of materials (for example parents offset the cost of running practical examinations) but even in construction of classrooms. In this regard, it was very urgent and important that the Government invests in the construction of new secondary schools which would be fed by the many primary schools and which would absorb the Grades 8 and 9 learners from basic schools. It was further recommended that for rural areas, weekly boarding secondary schools should be promoted to address the challenges of distances that children would face in these areas. Stakeholders spoke strongly against the construction of traditional boarding schools because these were usually high-jacked by children from urban areas. These weekly boarding schools should have some support structures such as hostels, cooking and dining facilities so that the children would prepare their own meals.

Teacher availability and deployment

The policy shift also demands effective and rigorous review of the teacher development, recruitment, deployment and motivation policy and practice in order to achieve the desired quality of education at all levels. This calls for improved and appropriate investment in teacher education at colleges of education and university levels. Focus on financial and other resource investment should be across the sector and not on selected subsectors as had been the case previously.

Measures to mitigate the negative impact and adequacy

Pertaining to whether there were measures in place to mitigate the negative impact of the change, your Committee heard that the change would definitely have a negative impact in the short term because the Government did not prepare strategic and key stakeholders for the change. There was no direction from Government as to how issues of infrastructure, materials acquisition and provision, staffing, etc, would be addressed.

Infrastructure development

On infrastructure, your Committee heard that there was hope that the several secondary schools that were under construction across the country, once completed, would go a long way in alleviating the demand for places, especially for Grade 8, as competition for places would be as stiff as it was in the past before the introduction of basic schools. It should also be appreciated that many basic schools would still continue to function as such. This was important, especially for rural schools. The opening of the academic space to allow selected schools to run as basic schools would help to mitigate the negative impact that would be created if all schools changed over at the same time. Stakeholders contended that so far, there was very little, if any, deliberate effort to mitigate the negative impact the change had presented and that where efforts had been made, they were inadequate or they had not been well explained to the affected and interested parties.

Advantages /Disadvantages of the new vis avis the old system

The advantages and disadvantages of the new over the old system were as set out below.

Advantages of basic/high structure

- (i) Many children accessed education from Grades 1 to 9.
- (ii) There was enough time to acquire knowledge and skills in the nine years of basic education where facilities were available.
- (iii) Children were mature to do something worthwhile by the time they reached and/or left Grade 9.
- (iv) There was free education from Grades 1 to 7 which left pupils with only two Grades in which they were required to pay some levies to the school.
- (v) The repetition rate was relatively low because all pupils progressed to Grade 8.

Disadvantages of basic/high school structure

- (i) There was poor quality education because of lack of competition for entrance to Grade 8.
- (ii) There was too much dependency on Grades 8 and 9 in terms of fees to support the running of primary schools because the Government funding was irregular.
- (iii) Some teachers at Grades 8 and 9 were usually not adequately qualified to teach at that level and this compromised quality. Even supervision was a big challenge. For example, since there was no position of Head of Department in the basic school, senior teachers, who were primary trained, were assigned to supervise teachers in subjects in which they were not qualified. This posed both professional and administrative challenges.
- (iv) Most basic schools had no facilities such as science laboratories and workshops so the teaching of science, industrial arts, home economics and other practical subjects suffered over the years.

- (v) Children were not motivated enough due to the state of the learning environment, which was usually very poor.
- (vi) Rural basic schools were failing to compete with urban schools.
- (vii) There was over-enrolment in lower and middle basic schools, where there were over 60 pupils per class, thereby creating pressure on teachers and infrastructure and thereby compromising quality.
- (viii) There was reduced learning time because of the double or triple shift system.
- (ix) When it came to extracurricular activities, the basic section monopolised at the expense of the primary section.

Advantages of the primary/secondary school structure

- (i) Once fully implemented, the structure would create more room for Grades 1 to 7 because Grades 8 and 9 spaces would be left by those moving to secondary school;
- (ii) Five years of secondary school would provide more time to both learners and teachers to adequately cover the syllabus. For example, a school offering Business Studies would offer Book-Keeping to juniors and offer them Principles of Accounts in senior classes or pupils doing technical subjects would be introduced to the subjects in Grade 8 and build on them up to Grade 12. This was different from what prevailed in Basic-High where there was no teaching of technical subjects and this created a serious problem for pupils who qualified to Grade 10 in high schools offering technical subjects. There was a serious chasm between certain subjects offered in basic schools and those at high schools.
- (iii) The five years in one school would allow teachers to handle a cadre of pupils they had nurtured from early Grades, as opposed to receiving pupils whose character had already been formed by other schools.
- (iv) The primary-secondary system would promote specialisation and consequently efficiency as teachers would only teach the subjects for which they were trained.
- (v) It would be easier to manage one education structure of either primary or secondary, instead of a double structure covering Grades 1 to 7 and 8 to 9 in one school.
- (vi) The primary-secondary structure would promote open competition for Grade 8 places as selection would be on merit. This would ensure quality.
- (vii) The new system would remove the confusion surrounding free education and how far it should go. Considering that pupils in Grades 1-7 did not pay fees while their counterparts in Grades 8-9 paid something, it created serious problems, especially during Parents Teachers' Association meetings, as some parents did not understand why some pupils paid while others did not in the same school.

Disadvantages of the primary/secondary structure

- (i) Selection for admission into secondary school at Grade 7 level would increase the number of young drop outs in the system. The pyramid, of many primary schools feeding into few secondary schools, would be even

- sharper unless drastic measures were taken to increase space at secondary level.
- (ii) The dependence on the existing few secondary schools would increase distances to secondary schools which would disadvantage young learners and particularly girls in high schools.
 - (iii) The inclusion of Grades 8 and 9 in former high schools, would create pressure on Grades 10, 11 and 12 classrooms because of increased demand against reduced streams in order to create space for the two Grades.
 - (iv) The construction of boarding schools would disadvantage rural populations because most boarding places would be taken up by the elite from urban areas that have the capacity to pay boarding and other user fees.
 - (v) Even the weekly boarding facility, which is the most preferred for rural secondary schools, did not guarantee the security of girl children, who are vulnerable to pregnancies.
 - (vi) The construction of new secondary schools would exert much pressure on the meagre national resources.

The way forward

With regard to what should be the way forward, your Committee was informed that for the Primary/Secondary education system to work properly, there was need to look into the following:

- (i) massive investment in infrastructure and timely and increased release of grants to schools;
- (ii) introduction of weekly boarding school facilities in newly constructed secondary schools in rural areas as opposed to conventional boarding schools which do not serve the local rural community. These weekly boarding schools should be resourced with hostel accommodation, cooking and dining facilities;
- (iii) while day schools were more ideal for urban areas where distances were usually shorter, they were not very ideal for rural areas because of distances. So a mixed day and weekly boarding facility would be most appropriate for rural areas;
- (iv) sustained political will which should lead into adequate funding of the whole education sector and not segregate against some subsectors in favour of a few; BESSIP was a case in point which left secondary and tertiary sectors under-resourced;
- (v) a phased and gradual transition from the old structure to the new one and this should be given a longer timeframe of up to 5 years to allow for appropriate infrastructure development and resourcing;
- (vi) continued training, deploying and placing appropriately qualified teachers at the right levels; and
- (vii) control and monitor enrolment from Grade 1 up to Grade 12 so that the right age and numbers of learners are found in one class.

Committee's Observations

- 8.0 Arising from the stakeholders' submissions, and careful analysis, your Committee observes that:
- i) there is neither a legal nor policy framework to guide the shift in the structure of the education system, considering that the Education Act of 2011 and National Educational Policy, Educating Our Future of 1996, have not been amended;
 - ii) apart from the Patriotic Front Party Manifesto, there is no clearly articulated implementation strategy to guide the transformation of the education system;
 - iii) the shift, though welcome, has been implemented hurriedly without due consultation with stakeholders, particularly the implementers of the policy shift such as teacher unions and other interest groups;
 - iv) the shift has been implemented without requisite infrastructural development in both primary and secondary schools;
 - v) due to the absence of clear policy direction, there is a lot of confusion on the implementation modalities, particularly in rural areas, where some schools have been completely transformed even when the affected pupils and teachers have nowhere to go, leaving them stranded;
 - vi) the shift will create progression bottlenecks at Grade 7 and 9, thereby increasing the number of drop-outs and defeating the Millennium Development Goal No.2 of Universal Primary Education and Target 2,A which states, "Ensure that by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling;
 - vii) it is not clear what nomenclature would be applied to schools that provide education from nursery to Grade 12;
 - viii) this shift will result in the reduction of enrolment at Grades 10 to 12 since room will have to be created for Grades 8 and 9 in former high schools;
 - ix) the age at which pupils, particularly at Grade 7, will leave school is too tender for them to be useful to themselves and the society;
 - x) the shift has created distances between primary and secondary schools, thereby disadvantaging young learners and girl children, who may in the process opt out of school;
 - xi) the primary section at basic schools was sustained by the fees paid by Grades 8s and 9s, who are now going to be removed from them, leaving Grades 1-7, who are not supposed to pay fees, going by the free primary education policy; this will leave primary schools very poorly resourced and unable to function effectively;
 - xii) unless measures are put in place, the boarding schools to be created will be a preserve of the rich urban scholars, to the exclusion of the rural poor for whom they are intended, but who may not be able to pay the boarding fees normally charged in such institutions;

- xiii) the shift has not taken the plight of community schools into consideration, particularly that their graduates depend on the basic schools within the community, where they do not have to pay fees or buy school uniforms;
- xiv) the curriculum and language shift has been implemented in schools, while the curriculum in teacher training colleges, which are supposed to feed into the schools remain unchanged;
- xv) since each successive Government since the introduction of multi-party democracy have changed the education structure, there is a feeling that the education system in Zambia has been politicised and there is anxiety about whether or not the new system will be acceptable to a new government, should there be a change;
- xvi) there are too many changes taking place at the same time in the education sector, thereby overwhelming the implementers and raising concerns about monitoring and evaluation and overall efficiency;
- xvii) most transformed schools have not been gazetted, posing a challenge for instituting the establishment register which qualifies schools for the purposes of receiving grants, being registered as examination centres and serving as official pay points for teachers;
- xviii) schools do not have adequate infrastructure and staff to provide for the two pathway curriculum introduced in schools;
- xix) there are no corresponding tertiary institutions, particularly at degree level, to cater for students who will have taken up the vocational pathway at secondary level;
- xx) considering that the two curriculum pathways i.e academic and vocational fall under two different examining bodies, namely; Technical Education and Vocational Training Authority (TEVETA) and Examinations Council of Zambia (ECZ), there is likely to be confusion in the setting of examinations and certification of graduates;
- xxi) the language policy, where vernacular will be used as medium of instruction from Grades 1 to 4, has not been backed up with provision of requisite materials and teachers; and
- xxii) the new language policy will encourage regionalism, as only teachers proficient in a particular vernacular language used in a particular area, will have to be posted to such areas.

Committee's Recommendations

- 9.0 In view of the foregoing observations, your Committee recommends that:
- i) 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;
 - ii) in order to avoid confusion, there should be a clearly articulated implementation strategy and guidelines to the shift;

- iii) there should be massive investment in infrastructural development and materials acquisition in order to accommodate the change, particularly in rural areas where more secondary schools will need to be constructed;
- iv) in order to allow for damage control resulting from wholesome implementation, the shift should be piloted in a few schools before extending it to the whole country;
- v) 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;
- vi) care must be taken to ensure that newly constructed secondary schools are 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;
- vii) care must be taken to ensure that the boarding schools created are accessible to the local pupils so that they are not just a preserve of their urban counterparts, who may be more able to afford the fees, transport and other school costs;
- viii) considering that Grades 8 and 9, whose fees sustained the primary schools, will be detached from them, the Government should increase funding to primary schools; otherwise free education from Grade 1 to 7 will be a pipe dream and primary schools will be unmanageable;
- ix) in order not to disadvantage rural pupils, weekly boarding schools, with kitchens and other amenities should be constructed where pupils can bring their own food provisions and prepare their own meals;
- x) the Ministry of education should take one step at a time as opposed to the current situation where so many changes are taking place at the same time, making monitoring and evaluation difficult, if not impossible;
- xi) the Ministry should extend the bursary scheme or create a benevolent fund for vulnerable children in community schools who qualify to Grade 8 at regular secondary schools;
- xii) the Government should gazette the upgraded schools as a matter of urgency in order to regularise the establishment register and facilitate change of pay points for teachers;
- xiii) for avoidance of confusion, the Government should provide a nomenclature for schools that will run from nursery to Grade 12;
- xiv) the Government should align the curriculum in teacher training institutions with that of the secondary schools, in order to guarantee success of the programme;
- xv) the Government should develop tertiary institutions that will correspond with the two pathway curriculum, in secondary schools;
- xvi) care must be taken to ensure that there is no confusion in the setting of examinations and certification between the two examining bodies, Technical Education and Vocational Training Authority (TEVETA) and the Examinations Council of Zambia (ECZ); and
- xvii) in order to forestall the acrimony arising from using only seven official vernacular languages as medium 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.

Part II

LOCAL TOUR

10.0 Your Committee toured the following institutions in Lusaka, Mumbwa, Kaoma, Lukulu and Zambezi and also conducted public hearings in Lusaka, Mumbwa, Lukulu, Solwezi and Ndola. The purpose of the tour and public hearings, was to carry out an-on-the-spot check of the ramifications of the shift from Basic-High to Primary – Secondary education and the introduction of the use of vernacular as medium of instruction from Grade 1 to 4, as well as the curriculum shift.

The institutions toured are as set out below.

- (i) Woodlands A; (Lusaka)
- (ii) Woodlands B: (Lusaka)
- (iii) Northmead Secondary School ;(Lusaka)
- (iv) Kabulonga Girls’ Secondary School ;(Lusaka)
- (v) Mumbwa Secondary School ;(Mumbwa)
- (vi) Mukanda Primary School; (Mumbwa)
- (vii) Kaoma Secondary School; (Kaoma)
- (viii) Seshekanu Primary School; (Kaoma)
- (ix) Mulongo Secondary School :(Lukulu)
- (x) Lukulu Secondary School: (Lukulu-un opened)
- (xi) Dipalata Secondary School; (Zambezi East)
- (xii) Chinyingi Primary School: (Zambezi West)

Attendance at public hearings.

Lusaka:	31
Mumbwa:	80
Lukulu:	88
Solwezi:	49
Ndola;	305

Findings

Tour of selected schools in Lusaka

Woodlands A and B

Since most schools in urban areas, including Lusaka, are day schools, many pupils attended schools nearest to their residential area. The effect of the shift, therefore, was a dislocation of pupils from schools they traditionally attended by virtue of residing in a particular area. Relocation to other schools meant increased transport costs. It also meant that pupils, who attended a particular school as a family but in different Grades, had to be separated. This created anxiety among parents and some transfers had to be reversed. As result, schools such as Woodlands A accommodate both primary and

secondary sections in the same precincts. The same scenario obtained at Woodland B School.

Northmead Secondary School

Considering that Northmead Secondary School, had two separate campuses which were previously basic and high, the situation was a bit unique as these were simply designated as primary and secondary school. There was of course some resistance, particularly when different uniforms were introduced for the primary and secondary sectors. The biggest challenge faced by Northmead Secondary School was infrastructure, particularly specialised rooms for subjects such as Home Economics and pure sciences. The situation was aggravated with the introduction of a new two pronged curriculum, the academic and career pathways. It was also observed that there was a lot of encroachment on the school land to the extent where even access roads had become a source of controversy.

Kabulonga Girls' Secondary School

Kabulonga Girls' Secondary School has been transformed from High to Secondary school and the challenges faced include limited space and materials. For a start, the School had embarked on reducing Grade ten (10) enrolments to give room to Grade 8s. At the time of the visit, the School had 1 class of Grade 8 and 9. This had meant reducing Grade 10 classes from 12 to 10. The School was inundated with demand for Grade 10 places, considering that it was surrounded by many suburbs and basic schools which had now been turned into primary schools. Considering the age of the School, (55years), most of the infrastructure was falling apart and needed urgent attention.

Public hearing

Many who attended the public hearing in Lusaka, were of the view that the shift was hasty and that it should have been preceded with a public hearing like the one they were attending. They contended that it should have been part of the consultative process and wondered why it was coming at such a time. Many others were of the view that basic education was the norm in Africa and the shift was a departure from it and a negation to the attainment of Millennium Development Goal No. 2, which advocated for Universal Primary Education and Target 2, A which states, "Ensure that by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling."

The public also wondered at what stage education would be free considering that primary schools which would now stand alone, would no longer benefit from the fees paid by Grades 8 and 9. Some also said that there was a lot of discontent among teachers, particularly those who were going to revert to primary school teaching after having been seconded to teach in basic schools. Zambia Open Community Schools (ZOCS), particularly expressed worry at what would happen to community basic schools most of which ran from Grade 1 to 9. They were dismayed at how the basic school system, which had been developed at great cost, could be destroyed in just a day. They

contended that the basic school education system should have been subjected to extensive review before embarking on a new one.

Other attendees submitted that presently, an average child covered a distance of 11kilometres to and from school and this was going to be increased by the shift, as some pupils would be forced to attend secondary or primary schools too far away from their areas of residence. They also wondered what should have come first, provision of teaching and learning materials or the shift. They contended that the shift should have been preceded by building schools and providing requisite materials. Further they wondered whether the shift had taken the plight of learners with special needs into consideration.

A few, however, supported the shift, contending that it would bring quality back to the education system, considering that the former concentrated on access only.

Committee's Recommendations

In view of the findings at the schools toured in Lusaka, your Committee recommends that:

- i) the Government should rehabilitate infrastructure at Kabulonga Girls' Secondary School;
- ii) the Government should stop the encroachment on school land at Northmead Secondary School;
- iii) the Government should consider the plight of pupils from community schools, who may not afford the school fees in regular secondary schools; and
- iv) the Government should consider the plight of learners with special needs as the shift is implemented.

Tour of selected schools in Mumbwa

Briefing by the District Education Board Secretary (DEBS)

The District Education Board Secretary in his briefing informed your Committee that so far, all the five secondary schools in the District had effected the change and were now enrolling Grade 8s. So far the picture looked as follows:

Mumbwa Secondary School - 3 Grade 8 classes;
Nambala Secondary School - 2 Grade 8 classes;
Sanje Secondary school – 2 Grade 8 classes;
Kalilwe Secondary School - 2 Grade 8 classes; and
Nalusanga Secondary School - 2 Grade 8 classes.

Your Committee was further informed that (31) thirty-one basic schools had effected the shift by phasing out Grade 8 classes. However, for this year, they still had some Grade 9s. To create room for pupils being jettisoned from basic schools, four community schools had been upgraded to secondary school status. Another seven community schools had been upgraded to primary school status.

The following schools had also taken on early childhood education:

- i) Kasalu Primary School;
- ii) Bulungu Primary School;
- iii) Matala Primary School,;
- iv) Nalusanga Primary School;
- v) Shimbizhi Primary School; and
- vi) Moono Primary School.

Your Committee learnt that the challenges in all transformed schools, include provision of teaching and learning materials and in some cases inadequate infrastructure. A case in point was Mukanda Primary School which had been transformed from a basic to a primary school, but some pupils started their lessons under a tree as they waited for other classes to end so they could use those classrooms.

Mumbwa Secondary School

Your Committee was informed that Mumbwa Secondary School, which was established in 1966, had very dilapidated buildings most of which had yawning cracks. The school which previously had 8 streams at junior secondary and 4 streams of senior secondary and 9 classes of Grade 10-12 when it became a high school, had now reduced Grade 10 to 5 classes, Grade 11 to 8 classes and Grade 12 to 10 classes. This was to create room for Grade 8 and 9 and now had 3 Grade 8 classes and 2 Grade 9 classes, with a view to increasing in the junior section and reducing at the senior section.

Public Hearing

Stakeholders submitted that one of the negative effects of the shift was the reduction in contact time between pupils and teachers. This was as a result of trying to accommodate all classes in the same school where classroom space was limited. Some parents expressed concern over the arrangement where the same school accommodated pupils from nursery to secondary levels and wondered whether this was not a recipe for corruption of the morals of the younger by older pupils. They even wondered what nomenclature would apply to such schools.

There were strong reservations about the use of vernacular as medium of instruction from Grade 1 to 4, particularly in places where some languages were dwarfed, though they were spoken by a large part of the population. Some parents were of the view that in order to avoid all the acrimony that had arisen as a result of promoting certain languages to regional and national status, English which was a neutral language should be used. This was particularly necessary, they argued, considering the metropolitan nature of current schools. There was also the challenge of posting teachers who were proficient in languages being used in particular regions. They contended that this would be a recipe for regionalism, which the first leaders of the nation had worked tirelessly to eradicate by sending civil servants anywhere their services were required.

Committee's Recommendations

In view of the findings in Mumbwa, your Committee recommends that:

- i) the Government should rehabilitate or replace infrastructure, particularly the dining hall and administration block at Mumbwa Secondary School;
- ii) to ease congestion in classrooms and shortage of teachers' accommodation at Mukanda Primary School, more classrooms and teachers' houses should be constructed at Mukanda Primary School;
- iii) the Government should come up with a nomenclature for schools that provide education from preschool to secondary school.

Tour of selected schools in Kaoma

Briefing by Provincial Education Officer (PEO)

The Provincial Education Office, represented by the Principal Standards Officer (PESO), informed your Committee that Kaoma District, which had the largest population among the 7 districts in Western Province, had 810 primary schools against only 1 boarding secondary school.

Your Committee further heard that due to the limited places in the only boarding secondary school, Kaoma, most pupils from distant places rented houses in villages surrounding the school. This had exposed girl children to a lot of pressure from the men folk, including fellow pupils and had resulted in a lot of pregnancies. Your Committee was further informed that in the 2014 academic year, more than 400 students who had qualified for Grade 8 could not find places in secondary schools, particularly due to the shift. There was, therefore an urgent need to open Mayukwayukwa Secondary School to alleviate this crisis.

Kaoma Secondary School

Kaoma Secondary School, which was established in February 1966, was the only boarding school in the District as well as the only secondary school in the Central Business District. Due to the age, the school infrastructure had continued to suffer dilapidation but the demand for school places had trebled. A clear testimony of the dilapidation was a blown off roof to the science laboratory which had been in that state for two years.

In order to accommodate the shift, the School had to reduce classes at the high school level for 2013-14 intakes. In 2013, Grade 10 classes were reduced from 10 to 8 and 8 to 6 in 2014. This reduction enabled the School to enrol 2 classes of Grade 8 in 2013 and 4 in 2014. The reduction in Grade 10 classes in 2014 resulted in a big number of pupils who had qualified to Grade 10 going without school places. Out of the 1,447 candidates who had applied for places in Grade 10 at Kaoma Secondary School, only 444 were selected, leaving a total of 1003. The reduction in senior classes also resulted in over-enrolment at Grade 10 to accommodate the so many pupils wanting places. The resultant effect was a high teacher-pupil ratio, thereby compromising quality.

In an effort to contain the situation, the school converted one dormant hostel into a 1x3 classroom block. This allowed the school to absorb another 250 from the 1,003 who were not selected to Grade 10. The School also increased the number of Grade 10 classes from 6 to 9 for the morning session and 2 to 4 for the afternoon session.

The biggest challenge for the School was that the shift was being implemented at the same time as the change in the curriculum which provided for two path ways; the vocational and academic. The school did not have specialised teachers and rooms to accommodate new subjects such as Design and Technology. Even already available ones like Home Economics were ill-equipped. As was the case with many high schools, the stocks of learning materials for junior classes were given away to basic schools and now that they had to enrol Grade 8s, they needed to restock those materials.

Concerning the shift, teachers were of the view that whereas it was welcome, it should have been preceded by sensitisation and provision of teaching and learning materials considering that junior Grade materials had been bequeathed to basic schools when secondary schools became high schools.

Seshekanu Community Primary School

Seshekanu Community Primary School, which transformed from a basic to a secondary school, was established in 1998 by the Presentation Sisters of the Catholic Church, led by Sr. Mary Maloney, for vulnerable children. The School started under a tree but had now turned out to be the most well furnished and maintained school in Kaoma. The School has been taken over by the Government and that in order not to push the Sisters completely out of the picture; it will be run as a grant-aided school. It would provide both primary and secondary education.

Committee's Recommendations

Arising from the findings in selected schools in Kaoma, your Committee recommends that:

- i) 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;
- ii) 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;
- iii) 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; and
- iv) Kaoma Secondary School should be assisted in restocking teaching and learning materials for both junior and senior secondary Grades.

Tour of selected schools in Lukulu

On its way to Lukulu, your Committee came across a school whose roof had been blown off and for two years it had not been repaired and a boarding school (Lukulu Boarding School), which had been completed but not opened due to water reticulation problems. If this school was opened, it would ease a lot of pressure from the few secondary schools in the area.

Briefing by the District Education Board Secretary (DEBS)

The DEBS informed your Committee that there was only one secondary school in Lukulu District and that due to limited infrastructure only one school had been transformed. As was the case with Kaoma, pupils had resorted to renting houses surrounding the schools offering secondary education, which had resulted in pregnancies for many girls. There were also serious shortages of accommodation for teachers, most of whom were living in pole and mud houses within the villages. This posed a security risk and was degrading to the teachers. This had also made retention of teachers, especially female ones, very difficult. Your Committee further heard that Mitete, a newly created District, usually got cut off from the rest of the region between December and January when the area was flooded and this posed a serious administrative challenge. Further, the two Districts had a very high number of children with special needs and orphans and vulnerable children with numbers as high as 345 and 4,144 respectively. The two Districts had also recorded 92 re-admissions for girls, out of the 197 pregnancies recorded.

The table below shows the distribution of schools in the two Districts

	Lukulu District	Mitete District		
Category	Number	Number	Agency	Totals
Early Education	16	03	GRZ/UNICEF/SAVE THE CHILDREN	19
Community	17	07	Community	24
Primary	49	31	GRZ	80
Secondary	2	Nil	GRZ/Grant Aided	02
Tertiary	1	Nil		01
Totals	85	41		

Your Committee was further informed that three schools were earmarked for upgrading to secondary school status. These were: Mulongo, Lubosi and Phelim-O'shea Schools.

Generally, the challenges faced by the two Districts included the following:

- (i) high incidence of absenteeism from classes and examinations;
- (ii) shortage of staff, particularly in the new district, Mitete;
- (iii) shortage of teaching and learning materials especially at lower and upper primary;
- (iv) shortage of decent staff accommodation;

- (v) lack of school infrastructure;
- (vi) high cost of transportation, particularly of building materials due the poor road network; and
- (vii) erratic and meagre funding.

Phelim-O'shea School

The visit to Phelim-O'shea revealed that the School was actually housed in a primary school but had laboratories in another location. Though the laboratories were supposedly new, they were already falling apart and had no equipment. Surprisingly, laboratories were constructed before the classrooms. The School had done away with one Grade 10 class to create room for Grade 8s. However, since the School never had junior classes before, it needed to start acquiring learning materials from scratch, which had proved quite a big challenge.

Your Committee also visited ST Columba's Lukulu Secondary School, which still sheltered Phelim-O'shea Secondary School. This was intended to be a temporary measure but had almost become permanent due to shortage of infrastructure. In spite of the large number of pupils it accommodated, it had no toilet facilities.

Mulongo Primary School

Mulongo Primary School, established in 1966, was one of the schools that had transformed from basic to early education, primary and secondary school. It already had 57 pre-school children; 37 girls and 20 boys. The biggest challenge for the School was the provision of infrastructure and teaching-learning materials for all pupils from pre-school to Grade 12. The situation was even worse for the nursery section.

Public hearing

During the public hearing, your Committee was informed that whereas the shift was welcome, as it would bring back the lost quality in the Zambian education system, it was fraught with a lot of challenges, mostly to do with infrastructure and materials provision. The public lamented that this shift had coincided with the introduction of two drastic changes; the introduction of vernacular as medium of instruction from Grade 1-4 and the new academic and vocational which has confused both the parents and the teachers who were the implementers.

The public were of the view that these changes should have been staggered and even piloted before implementing them country-wide. They emphasised the point that the shift should have been preceded by the provision of materials and requisite infrastructure such as more secondary schools, fully equipped with all the necessary specialised rooms and other paraphernalia.

Parents expressed particular concern about the distances their children would have to cover in order to access secondary schools, considering that they were far and wide. They feared this would disadvantage young pupils in particular girls. They, therefore, appealed to the Government to quickly construct more secondary schools. They were equally worried about community schools and the pupils who attended those schools.

They contended that these schools were for vulnerable children who could not afford the uniforms and user fees and would now be required to leave their basic schools within their communities to go to secondary schools where they would be required to pay such fees and procure uniforms.

Committee's Recommendations

In view of the findings in Lukulu, your Committee recommended that:

- i) in order to ease pressure on the few secondary schools available, and prevent school girl pregnancies arising from their vulnerability due renting houses in the villages, Lukulu Secondary School, which to-date remains unopened due to lack of water, should be operationalised;
- ii) 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;
- iii) in order to ease transportation and lower the cost of building materials for infrastructural development in schools, the road network in Lukulu should be improved;
- iv) the Government must make its position known regarding the plight of community school pupils vi-'a'-vis the transformation of the basic schools they were attending in Grade 8, since the schools will be transformed into secondary schools where they will now be required to pay school fees; and
- v) Mulongo Secondary School should be assisted with infrastructure and furniture suitable for nursery school children.

Tour of Zambezi

Briefing by the District Education Board Secretary (DEBS)

The District Education Board Secretary (DEBS), submitted that apart from the challenges of language, the District was faced with serious problems pertaining to infrastructure development due to the terrain, particularly on the western bank. Your Committee heard that the only means of transportation on that side of the river, was ox-carts which had very limited capacity. As a result of this, a large chunk of the money meant for infrastructure development went to transporters, who took advantage of the situation and charged exorbitant rates. The situation had been aggravated by the breakdown of the pontoon. The other challenge was teacher and classroom accommodation. In addition, lot of schools had their roofs blown off by wind storms and teachers lived in pole and mud houses, which collapsed every so often and communities were getting tired of maintaining them.

Your Committee was further informed that teachers from the west bank had to wade in water for over two kilometres when going to get their salaries from the banks on the eastern side. This has resulted in a lot absenteeism, as teachers had to recuperate before they could undertake another trip back to their stations which has a direct bearing on

pupil performance. This was a very serious challenge to the deployment of teachers especially female teachers.

With regard to the language situation in the District, the DEBS informed your Committee that the only official communication to her office about this issue, was the letter from the Ministry, which directed that the language zones should be followed without fail. As far as this letter was concerned, Lunda was supposed to be used on the eastern bank and Luvale on the western. She indicated that she was not privy to the letter from the President, directing that the two languages should be taught on either side. She had, however heard about it. She said as a result of this controversy, a community that was advocating for the use of Luvale in Luvale schools on the eastern bank forcibly collected Lunda books from Dichawangá School and dumped them at her office. She reported that since she did not understand the circumstances under which they were collected, she reported the matter to the police and left the books there. To-date, those books were still there.

With regard to the newly introduced curriculum, the DEBS submitted that due to limited infrastructure and teaching staff, only one school, Zambezi Secondary School, could implement it, but not without difficulty because, it too, had very obsolete equipment and infrastructure.

Courtesy call on the two senior chiefs

While in Zambezi, your Committee paid a courtesy call on the two senior chiefs, Ndungu on the west bank and Ishindi on the east to verify media reports about protests surrounding which language; Lunda or Luvale, should be used on either side. Representations on this subject, were also made to your Committee during the long meetings, by the Vilolos, a group of elder men from Chavuma, who implored your Committee to look into this matter.

Courtesy call on chief Ndungu: Mize capital

Chief Ndungu informed your Committee that his chiefdom had no issues with the shift from Basic –High to Primary-Secondary, as they believed that it would bring quality back to the education system, as long as pronouncements were followed up with action. He added that, whereas the area had many basic schools, the quality was compromised by lack of materials and qualified teachers. The situation was even worse in his area which was flooded for the greater part of the rainy season. He lamented that sometimes even when these materials were available, getting them across to the west bank was a big challenge.

With regard to the use of vernacular as a medium of instruction in schools from Grade 1 to 4, the Chief submitted to your Committee that this was a welcome move as it would help in the inculcation of traditional values in children while they were still small. He was quick to mention, however, that the situation in Zambezi was quite different concerning this matter and that it had been a source of conflict between the Luvalas and Lundas. He stated that as far as his chiefdom was concerned, there was no issue with the President's directive that Luvale and Lunda should both be taught in Zambezi East and

West, since there were Lundas on the western bank just as there were Luvales on the eastern bank and the two tribes were of the same stock. Your Committee was informed that an attempt was made in 2006 to bring the two tribes to a round table to resolve this matter but it ended in chaos and was consequently abandoned.

Courtesy call on Chief Ishindi: Mukandakunda capital

At the time of the visit, Chief Ishindi was not at the palace. He was, therefore represented by Chief Mpidi.

In his submission to your Committee, Chief Mpidi said his chieftom had welcomed the shift from Basic-High to Primary-Secondary, as well as the introduction of vernacular as a medium of instruction from Grade 1-4. He contended that the previous system of education had produced graduates who could neither read nor write in their mother tongue. He however cautioned against imposing one language over another, as the case was in Zambezi. He told your Committee that as far as he and his chieftom were concerned, the zoning in the use of the seven official vernacular languages, where Lunda was designated to be used in the east and Luvale in the West was the best and he did not understand why the Government should insist on the two languages being used on both sides, contrary to the Ministry of Education Language Zoning Policy and High Court rulings by Judge Ireen Mambilima (1996/HP/3664 of 2002) and Judge Lloyd Siame (2003/HC/487 of 30.04.2010).

Your Committee heard that in 2013, a group of people forced their way into the Head Teacher's office at Dichawangá Primary School on the eastern bank and collected all Lunda books, most of which they destroyed and handed the rest to the District Education Board Secretary's (DEBS) office. This submission was also made by the District Education Board Secretary, when she briefed your Committee. Following some protests at Dichawangá Primary School, against the use of Lunda, the Provincial Minister directed that until an amicable solution was found, only English would be used at this Institution.

Dipalata Secondary School-Zambezi East

This is a school that had been converted from a basic to a secondary school, which was now enrolling from early childhood to Grade 12 classes. Dipalata was established in 1952, by the Christian Missions in Many Lands (CMML) but was taken over by the Government in 1970. Following the shift, the School had opened 1 Grade 10 and 1 nursery class. The nursery section had 51 children; 31 boys and 20 girls. In order to manage the large school population against limited infrastructure, the School had introduced three sessions, which was a compromise on quality as the same teachers taught all the classes in all the sessions.

The biggest challenge was infrastructure, particularly teachers' accommodation. The available houses were few and dilapidated, forcing some teachers to live in offices. The nursery school section did not have adequate and appropriate toilets, materials and furniture, seeing that they needed special and peculiar facilities. The School employed weekly boarding but it did not have dormitories. Consequently, pupils were living in

houses built by parents in the village and placed under the care of the village headman. There was no single laboratory or specialised room in the School and your Committee wondered how science, Home Economics and other subjects needing experiments were being taught.

Chinyingi Secondary School- Zambezi West.

The School was opened in 1954 by Catholic missionaries, but had since been taken over by the Government. This was one of the schools that had been transformed from a basic to a secondary school

Apart from the usual non-availability of teaching and learning materials and infrastructure, such as classroom and specialised rooms like laboratories for most transformed schools, Chinyingi Secondary School had a very peculiar challenge. Due to the terrain, it was difficult to dig pit latrines that could last a long time. As a result, latrines had to be dug every term and when they were not, pupils resorted to using the bush to answer the call of nature, which was a very dangerous undertaking. Due to the shortage of classroom space, Grade 10-12 classrooms were rented from the mission at K1, 200 per term, a cost which had proved to be a big challenge for the School. There was only 1 staff house and like classrooms, houses had to be rented from the Catholic Church. Although it was a boarding school, it had no electricity and your Committee wondered how ICTs could be used in such an environment and how pupils conducted prep. It was inconceivable for your Committee how a school such as this one could implement the two pathway curriculum recently introduced by the Ministry of Education. Your Committee found a 1x3 classroom block under construction through self-help.

Committee's Recommendations

Arising from the tour of Zambezi, your Committee makes recommendations as set out below.

- i) In order to avert conflict, the Government should quickly resolve the impasse surrounding the use of Lunda and Luvala as medium of instruction in Zambezi District schools.
- ii) In order for the shift from Basic Schools 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.
- iii) 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.
- iv) The Government should urgently provide teaching and learning materials to Dipalata, Chinyingi and other schools in the District in order to guarantee effective implementation of the shift.

- v) For the sake of harmony in Zambezi east and west banks, the zoning policy which stipulates that Lunda be used in Zambezi east schools and Luvale in Zambezi west banks, should be upheld just as it has been respected in other parts of the Province, such as Solwezi, Kabompo and Mwinilungá.

Solwezi

Courtesy call and briefing by the Permanent Secretary

While in Solwezi, your Committee paid a courtesy call on the Provincial Minister's Office and was briefed by the Permanent Secretary on the position of the President on the issue of language in Zambezi District.

Briefing by the Provincial Education Officer (PEO)

In her briefing to your Committee, the PEO submitted that, at first, the instructions regarding the transformation from basic to primary and secondary schools were not very explicit and it was not clear whether it would be a wholesome or gradual and partial transformation. So far, 22 schools had been earmarked for upgrading though there were serious challenges of infrastructure and materials provision. With regard to the language issue, the PEO submitted that the matter was under active consideration.

Public hearing

Concerning the shift in the structure of the education system, stakeholders submitted that there had been a lot of instability in the Zambian education system due to frequent changes. They contended that countries like Zimbabwe and Malawi that had stuck to one system for a reasonable period of time had made a lot of progress. They wondered whether each Government that came into office would have to change the education system, as was evidenced by the three successive Governments. They contended that when the system was last changed, it was subjected to a lot of debate among educationists and the public and this was what yielded the Educating our Future Policy of 1996. They wondered whether this policy had been subjected to an audit in order to determine whether or not it had failed and where it had flaws and therefore needed revision.

Some stakeholders complained that this shift was being implemented at the same time that the curriculum and language policy were being changed and questioned the prudence of carrying out three major changes concurrently. They wondered whether it was a matter of life and death warranting urgent measures. Apart from the complaint about consultation, stakeholders felt the change was like '*placing the cart before the horse*' as the adage goes because the Government should have ensured that infrastructure and materials to support the change were in place before implementing it. Stakeholders stated that the change should have been subjected to piloting, so as to determine its viability before rolling it out countrywide. As matters stood, there was so much confusion in the District about whether schools should be transformed immediately or in a phased approach.

With regard to the new curriculum, stakeholders wondered how it would succeed, particularly in rural areas where options were very limited due to the non-availability of requisite infrastructure such as internet connectivity, laboratories and other specialised rooms. They further wondered whether there were enough competent teachers, not just to teach in both career pathways but also to recognise pupils' inclinations and to guide them accordingly.

At Solwezi Technical School for instance, there was no trained teacher to teach bricklaying, carpentry and joinery, computer and business studies and the combined social studies (Geography, Civics and History) and the school only had 1 metal workshop and 1 wood workshop against 30 classes. It was, therefore, recommended that more specialised rooms should be built and that this curriculum change should be extended to teacher training colleges and universities preparing teachers.

Pertaining to the use of vernacular as the medium of instruction from Grade 1 to 4, stakeholders submitted that North Western Province and particularly Solwezi, was a very unique case, considering that it was home to three of the seven official vernacular languages, namely; Lunda, Luvale and Kaonde and it was not clear which one was the language of play as the new policy advocated. They argued that it would be safer to revert to the language zones, as that was what had made it possible for Kaonde to be used in Solwezi West, although the majority of the population were Lunda and Lunda was used in Chief Ntambu's area in Mwinilungá although the majority were Kaonde. They advised your Committee that for the sake of peace, particularly in Zambezi District, the language zoning, which stipulates that Luvale should be used in the west bank and Lunda in the east, should be respected.

Committee's Recommendations

In view of the public hearing in Solwezi, your Committee recommends as set out below.

- i) In order for Solwezi Technical Secondary and other Schools to effectively implement the new curriculum, there is need for the Government to provide appropriately trained teaching staff, specialised rooms and the necessary teaching and learning materials.
- ii) In order to avoid confusion, the Government, through Ministry of Education, should give clear guidelines on the implementation process of the new education structure and curriculum.

Tour of Ndola

Courtesy call on the Provincial Minister

While in Ndola, your Committee paid a courtesy call on the Provincial Deputy Minister, who informed it that the Government had embarked on an ambitious programme of constructing secondary schools in a bid to reduce distances and subsequent drop-out from the transformation of basic and high schools into primary and secondary schools. He added that considering the magnitude of the projects and the size of the province, it

was not easy to achieve this in one year. There would, therefore be need for patience from stakeholders.

Briefing by the Provincial Education Officer (PEO)

The Provincial Education Officer informed your Committee that 91 secondary schools had been under construction since 2013 and that another 71 had been transformed to accommodate Grade 8 and 10, whilst 31 primary schools would be transformed into secondary schools. This, however, was not without challenges, particularly with regard to infrastructure development and materials provision. He added that so far, the Province had developed 14 early childhood learning centres and recruited 20 teachers to handle them. On the issue of the use of familiar language as medium of instruction in schools from Grade 1 to 4, the PEO stated that initially, this posed a very serious challenge, but had since been resolved.

Public hearing

Most of the stakeholders welcomed the shift saying the structure the Government was reverting to, was what had helped mission and other grant aided schools, which stuck to it to produce good results and maintain discipline. They explained that because these schools nurtured their own pupils from Grade 8 to 12, they had a very strong influence on their character as well as academic performance. This was not the case with the Government schools which inherited pupils from other schools, whose character had already been formed. They contended that five years in one school was beneficial for both the learner and the school.

The other reason for supporting the shift was that most of the basic schools were ill-equipped to prepare pupils for senior secondary education. This resulted in pupils graduating from ill-equipped basic schools looking lost when they went to high schools, which had some of these facilities. They contended that the argument for the basic school system that it would allow pupils to grow a little older and be equipped with skills to survive in society if they could not proceed to Grade 10, was defeated by the lack of infrastructure and qualified teachers.

Notwithstanding their support for the shift, stakeholders expressed concern about the speed and manner in which it was being implemented. They contended that the Government should have taken time to study the existing structure and subject the proposal for change to a public debate in order to get the views of the stakeholders. They wondered how the shift would be implemented and be expected to have a positive impact, when the very basic requirements such as more secondary schools and accompanying infrastructure had not been put in place. They expressed worry for instance, at what would happen to the current Grade 10s in newly upgraded secondary schools if at the time they wrote their Grade 12 examinations, in 2016, laboratories and other requirements would be available.

Stakeholders further expressed worry at the number and distribution of secondary schools, in comparison to primary schools, not just on the Copperbelt but the country at large. They argued that the removal of basic schools, would invariably increase the

distances to the few secondary and boarding schools that may be available, thereby decreasing access. They suggested that if the Government wanted the shift to succeed, there was serious and urgent need to not just increase the number of secondary schools but also to make sure that they were evenly distributed.

With regard to the two-pronged curriculum, stakeholders stated that although the idea was good in that it linked school to industry and prepared pupils for life after school without necessarily looking to formal employment, in practical terms it was not realistic at the present moment. This was in view of the background of poor infrastructure and poor staffing levels in schools. They expressed concern at the capacity of teachers to guide pupils in these pathways when they had not been trained to do so. They, therefore, suggested that the Government should also examine the curriculum at teacher training colleges in order to bring it in tandem with the school curriculum. They wondered how, for instance, subjects like Performing and Creative Arts, Physical Education and Sports, Home Economics and Hospitality in the vocational career pathway, would be taught when both the infrastructure and the teachers were not available in schools. They wondered how these pathways would be possible in schools that did not even have computers, let alone electricity. Some stakeholders, particularly pupils, felt that there were too many subjects at senior level which would result in pupils spreading their efforts too thinly and achieving very little. Further, they expressed concern at the fact that there were no universities and colleges prepared to absorb pupils that would choose the vocational pathway. They, therefore, thought this would be a dead end. They suggested that the Government should create a link between the two; secondary and tertiary education.

Further, concern was expressed at how examinations would be conducted at both junior and senior levels, considering that one path fell under Technical Education and Vocational Training Authority (TEVETA) and the other under the Examinations Council of Zambia and whether this would not create confusion both in the administration of exams and certification.

Pertaining to the introduction of vernacular as the medium of instruction from Grade 1 to 4, many stakeholders were of the view that it was difficult for regions like the Copperbelt to choose a language of play as medium of instruction. Your Committee was informed that when Bemba was chosen as the medium of instruction, there was uproar from the Lamba Chiefs, who petitioned the Provincial Education Officer, demanding that since the Copperbelt was Lambaland, Lamba should be used. A further concern was whether materials as well as teachers were available in the vernacular and how that this would lead to only teachers who could operate in a particular language being deployed in certain regions, which would lead to regionalism and tribalism.

Committee's Recommendations

Arising from the public hearing in Ndola, your Committee recommends as follows:

- i) as a long term measure, in order to cover as many languages as possible in the 'language of play' definition, the Government should designate more

vernacular languages as official for use in schools and develop teaching and learning materials in them;

- ii) the 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 can work in certain regions;
- iii) in order for the shift and new curriculum to be effective, the Government should construct more secondary schools and provide them with the necessary infrastructure, teachers, teaching and learning materials; and
- iv) in order not to leave pupils who choose the vocational pathway, stranded after Grade 12, the Government should build universities and other tertiary institutions in tandem with the new curriculum.

PART III

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

11.0 Your previous Committee had recommended that:

Q. the Government should provide grants to finance public universities' gross personnel emoluments to enable them meet statutory and contractual obligations.

A. In the Action-taken Report, it was reported that the Government had taken note of your Committee's recommendation that it should make provision of grants to finance public universities gross personnel emoluments to enable them meet statutory and contractual obligations. The Government had been making annual budgetary provisions for grants to public universities. The 2013 budget had a provision for University of Zambia amounting to K 147,352,537, Copperbelt University K60, 018,225 and K19, 414,600 for Mulungushi University.

Committee's Observations and Recommendations

Your Committee considers this response inadequate considering that it does not address the specific question of personal emoluments and awaits an update on this matter.

Q. Your previous Committee had recommended that the Government should provide policy incentives for the private sector participation in financing university students.

A. In the Action-taken Report, it was reported that the Government, through the Ministry of Education, Science Vocational Training and Early Education, recognised and welcomed this recommendation as it provided an avenue for the private sector participation in the financing of universities and therefore lessened the currently strenuous financial burden on the Government. The National Policy on Education which was under review proposed a number of initiatives for private sector participation in financing tertiary education including universities.

Committee's Observations and Recommendations

Your Committee notes this response and requests to be availed with the draft education policy with particular reference to this matter as it awaits actual implementation.

Q. Your previous Committee had recommended that universities should facilitate the participation of the Alumni in the rehabilitation and upgrading of university amenities and facilities.

A. Through the Action-taken Report, your Committee was informed that the Government had taken note of your Committee's observations for universities to facilitate the participation of the Alumni in the rehabilitation and upgrading of university amenities and facilities.

Committee's Observations and Recommendations

Your Committee notes the response and urges Government to indicate the actual steps it will take in implementing this proposal.

Q. Your previous Committee had recommended that the Government should increase funding for expanding and restocking university libraries.

A. In the Action-taken Report, your Committee was informed that the Government recognises the importance of promoting research and research related activities in public universities, especially the need to avail sufficient funds to facilitate the restocking of university libraries and other research supporting facilities, such as laboratory infrastructure, equipment and supplies. In this regard, the Treasury has been increasing the allocation to the Ministry of Education to allow for additional fiscal space that would accommodate increased funding to various public universities in the country and consequently increase funding for the expansion and restocking of university libraries. For instance, the budget allocation to the subsector of research and university education has increased from approximately K299.5 million in 2011 to over K500.8 million in 2013. However, it should be noted that, apart from the need to restock libraries, there are other competing needs within Public Universities which have comparatively similar importance in the provision of quality and sustainable university education in line with the Government's strategic objective in the subsector. Therefore, it may be necessary to acknowledge that additional funding to the expansion and restocking of university libraries will be increasing gradually rather than suddenly.

Committee's Observations and Recommendations

Your Committee urges Government to take this matter seriously and undertakes to keep monitoring the situation.

Local Tour - Lusaka, Central, Copperbelt and Muchinga Provinces

Para 9.0, Page 20 -44

Your previous Committee undertook a local tour to selected private and public universities in Lusaka, Central, Copperbelt and Muchinga Provinces. The objective of the tour was to carry out an on-the-spot check on infrastructure development in existing, upgraded and proposed public universities. After touring the institutions, your previous Committee had recommended that:

Q. Apart from infrastructure development in upgraded colleges such as Chalimbana, there would be need to psyche existing staff in order to guarantee a paradigm shift from college to university mentality.

A. In the Action-taken Report, your Committee was informed that the Government had taken note of your Committees observations to not only focus on infrastructure of Chalimbana University but also psyche existing staff in order to guarantee a paradigm shift from College to University.

Committee's Observations and Recommendations

Your Committee would like to know what practical steps have been taken to ensure the change.

Q. Your previous Committee had recommended that the Government should quickly operationalise the Higher Education Authority to superintend over higher education, particularly private Universities.

A. Through the Action-taken Report, your Committee was informed that the Government had taken note of your 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).

Committee's Observations and Recommendations

Your Committee urges the Executive to expedite the issuance of the Commencement Order and provide a timeframe and awaits an update on the matter.

Q. Your previous Committee had recommended that science laboratories at institutions such as Mukuba, Chalimbana and Robert Kapasa Makasa Universities, which are science oriented, should be given priority.

A. From the Action-Taken Report, the your Committee heard that the Government took note of your Committee's observation that science laboratories such as at Mukuba, Chalimbana and Robert Kapasa Makasa Universities which were science oriented be given priority. The construction of laboratories at these Universities would commence in the 2014 financial year.

Committee's Observations and Recommendations

Your Committee, in noting the submission, awaits an update on the construction of laboratories at the three universities.

Q. Your 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

A. 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.

Committee's Observations and Recommendations

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

Q. Your previous committee had recommended that the Government should ensure that there was a balance between foreign and indigenous teaching staff at private satellite universities such as DMI-St Eugene University.

A. In the Action-Taken Report, your Committee was informed that the Government had taken note of your Committee's observation. However, recruitment of lecturing staff at any college of higher learning was dependent on the availability of relevant skills and qualifications of the people. All universities in Zambia, private or public, offered specialized courses that required lecturers to have skills needed for the delivery of a course. DMI-St Eugene University (Zambia) mainly offers computer related courses. The lecturing staff, should therefore, have the right qualifications in computer-related fields at masters level and above. Currently, this qualified local human resource was not adequate.

Committee's Observations and Recommendations

Your Committee considers this response inadequate and a recipe for discriminating against local expertise and therefore urges Government to ensure that Universities only engage expatriate staff in courses for which there is no local expertise.

FOREIGN TOUR – ZIMBABWE

Based on its findings in Zimbabwe, your previous Committee had observed the challenges in the current system of financing and infrastructure development in Public Universities and consequently recommended that:

Q. the Government should consider setting up a separate Ministry to be responsible for higher and tertiary education.

A. In the Action-Taken Report, your Committee was informed that the Government had agreed with the observations of your Committee. The operationalisation of the Higher Education Act that would oversee the application of quality controls in the establishment of public universities and in the registration and recognition of private

universities was currently being undertaken with the imminent issuance of a commencement order (Statutory Instrument).

Committee's Observations and Recommendations

In noting the submission, your Committee urges Government to expedite the issuance of the commencement order and to provide an update on the matter.

Q. the Government should quickly operationalise the Higher Education Authority to superintend over the higher education sector and give it requisite capacity to effectively carry out its mandate.

A. In the Action-taken Report, your Committee was informed that higher education was currently placed under the Ministry of Education, Science, Vocational Training and Early Education in order to create a seamless learning experience by the learner from pre-school to university. It was also meant to improve linkages between research and training especially in universities. The Ministry was currently undergoing a restructuring exercise to introduce a Department of Higher Education. It was hoped that this Department would address the management issues facing higher education in the country.

Committee's Observations and Recommendations

Your Committee feels that this response is misplaced and therefore, requests a new and appropriate one from the Executive

Q. Your previous Committee had recommended that as a temporary measure to decongesting public universities, the Government should establish more polytechnic colleges where students could obtain 'A' levels before they proceed to university.

A. Through the Action-Taken Report, your Committee was informed that Government realised the importance of decongesting universities in order to provide learning in a conducive environment. It planned on constructing polytechnics and institutes of technology that would not only train students in "A" levels but also provide an alternative for students to obtain qualifications at higher levels such as diploma and degree. In this light, the Ministry of Education, Science, Vocational Training and Early Education was finalising the upgrading of three Luanshya based trades training institutions into Copperbelt Polytechnic as well as Kabwe Trades into an Institute of Technology.

Committee's Observations and Recommendations

While noting the Executive's submission, your Committee requests to be availed a timeframe in which this will be done.

Q. Your previous Committee had recommended that in order to allow public universities to devote time and resources to infrastructure development and for the Government to effectively manage the harmonisation of salaries among public

universities, university lecturers and ancillary staff should, of necessity be put on the Government payroll and reduce the ratio of lecturers to other staff to 3:1.

A. Through the Action-Taken Report, your Committee was informed that the process of harmonising salaries and conditions of service for lecturing staff in public universities was on-going and parts of it would be implemented in 2013. The Government would provide a grant to meet these harmonised salaries. Through the harmonisation of salaries, it was hoped that polarization of lecturing staff would be avoided. Further, through the harmonisation process, universities were encouraged to focus on their core business of training and this would help reduce the teaching staff to administrative staff ratio to 3:1.

Committee's Observations and Recommendations

Your Committee thinks that this response is misplaced and therefore seeks a new and appropriate one from the Executive.

Q. Your previous Committee had recommended that the Government should consider establishing at least one university in each province as opposed to the current situation where some newly established universities were in the same district and province. The case in point was Mulakupikwa and Paul Mushindo both in Chinsali District of Muchinga Province and Palabana and Chalimbana in Chongwe of Lusaka Province.

A. 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, Copperbelt, 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 urges the Government, as has been observed elsewhere, to halt the construction of new universities until those already under construction are completed.

Q. Your previous Committee had recommended that in view of the fact that there is no assured job markets 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 Empowerment Commission CEC); 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.

A. In the Action-Taken Report, your 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.

Many other countries were finding it difficult to finance higher education through grants as these were becoming unsustainable due to increased costs and were developing their students' loan schemes in order to share the cost with beneficiaries of higher education. At the moment, an Association of African Higher Education Financing Institutions (AAHRFA) had been established as an umbrella body for member states responsible for financing higher education through student loans. Many other countries such as Botswana, Burundi, Uganda and others had joined the association.

There was need for the country to develop a good legal framework which could take into account recovery mechanism of the loans. Lessons could in this case be learnt from success stories such as Kenya or Ghana in order to ensure that a good student loan scheme was developed in the country. A good legal system through an Act of Parliament can greatly militate against the fears that many people have on recoveries of students loans disbursed to students. This was so in the sense that employers were compelled as well to ensure that their employees were servicing their loans. In many other countries, credit bureaus had played an essential role in ensuring that only credit worthy citizens were able to access loans through the banks. This would in turn ensure compliance and in turn allow for the substance of the loan scheme and benefit many more Zambians in need of higher education.

Committee's Observations and Recommendations

Your Committee notes the response but urges Government to provide specific measures taken and how far it has gone with the implementation of the scheme.

Consideration of the Action-Taken Report for the First Session of the Eleventh National Assembly

Your previous Committee had recommended that the Government should provide for the development and integration of ICTs in the education sector in the national budget in order to render credence to the programme.

Your Committee was informed through the Action-Taken Report that in as much as the section handling ICT affairs in the Ministry had a budget line for ICT, this was inadequate and most activities had not trickled down to the schools. The Government would in future explore introduction of an ICT education levy like some countries have done. The Government would also explore tax breaks on vendors deploying ICT in

learning institutions. Further, the ICT vendors themselves could be compelled by the Government to offer education rates (e-rates) to institutions of learning as was obtaining in other countries.

Committee's Observations and Recommendations

Q. Your previous Committee, in noting the submission, had urged Government to move quickly towards the implementation of the ICT policy and the accompanying legal framework and awaited an update on the matter.

A. In the Action-Taken Report, your previous Committee was informed that the Government had taken note of your Committees' observations and indicated that the tender for the ICT was currently in progress with the evaluation Committee of the financial proposals of the bidders that passed the technical evaluation stage. It was anticipated that the evaluation Committee would conclude its work by the end of the month of September 2013 followed by the publishing of the successful bidder.

Committee's Observations and Recommendations

Considering that this is 2014, your Committee urges the Government to provide an update on this matter.

Local Tour: Lusaka, Central, Copperbelt and North-Western Provinces

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.

In the Action-Taken Report, your 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.

Committee's Observations and Recommendations

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

A. In the Action-Taken Report, your previous Committee was informed that the Government had realised the strategic importance of NORTEC to industry and acknowledged the need to provide state-of-the-art equipment to the institution in order to make it relevant to industry. In 2013, 2,500,000 Kwacha was provided for improvements in infrastructure. The allocation went to the rehabilitation of student hostels and the construction of a lecture theatre. In 2014, plans were underway to provide for the equipping of the workshops and lecture rooms through the budget. Furthermore, support in form of equipment and human capacity development had been secured from the Chinese Government.

Committee's Observations and Recommendations

In noting this very informative submission, your Committee requests for an update on how this partnership is operating.

Q. Your previous Committee had recommended that by virtue of the training Evelyn Hone College offered, it was necessary that special consideration was made for the Institution to be exempted from the law that forbids possession of more than one license in the same industry (cross license), as this would enable the Institution to offer all-round training to the students pursuing Journalism.

A. Committee was informed through the Action-Taken Report 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.

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

A. 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 bars 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.

Committee's Observations and Recommendations

In noting this submission, your Committee requests an update from the Ministry and Evelyn Hone on what this engagement has yielded so far.

Conclusion

12.0 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

Lusaka
JUNE, 2014

Appendix I

List of Officials

Mr S Kawimbe, Acting Principal Clerk of Committees

Ms M K Sampa, Acting Deputy Principal Clerk of Committees

Mr F Nabulayato, Committee Clerk (FC)

Mr C Chishimba, Assistant Committee Clerk

Mrs K M Nkandu, Personal Secretary II

Mr C Bulaya, Committee Assistant