REPUBLIC OF ZAMBIA

REPORT

OF THE

COMMITTEE ON EDUCATION, SCIENCE AND TECHNOLOGY

FOR THE

FIRST SESSION OF THE THIRTEENTH NATIONAL ASSEMBLY

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REPORT OF THE COMMITTEE ON EDUCATION, SCIENCE AND TECHNOLOGY FOR THE FIRST SESSION OF THE THIRTEENTH NATIONAL ASSEMBLY

1.0   Membership of the Committee
The Committee consisted of Mr Twaambo Elvis Mutinta, MP (Chairperson); Ms Sibongile Mwamba, MP (Vice Chairperson); Dr Alex Katakwe, MP; Mr Davies Chisopa, MP; Mr Golden Mwila, MP; Mr Lloyd Lubozha, MP; Mr Elias Daka, MP; Mr Heartson Mabeta, MP; Mr Tyson Simuzingili, MP; and Mr Ackleo Ives Aaron Banda, MP.

The Honourable Madam Speaker
National Assembly
Parliament Buildings
LUSAKA

Madam

The Committee has the honour to present its Report for the First Session of the Thirteenth National Assembly.

2.0   Functions of the Committee
The functions of the Committee are set out in Standing Orders Number 197(c) and 198 of the National Assembly of Zambia Standing Orders, 2021.

3.0   Meetings of the Committee
The Committee held fourteen meetings to consider the topical issue and execute its programme of work for the First Session of the Thirteenth National Assembly.

4.0   Programme of Work
At the Committee's second meeting held on Monday, 4th October, 2021, the Committee considered and adopted the Programme of Work set out below.

(i)   Consideration of the Action-Taken Report on the Committee's Report for the Fifth Session of the Twelfth National Assembly.
(ii)   Review of the Implementation of Zambia's School Re-entry Policy.
(iii) Local and Foreign Tours.
(iv)   Consideration and adoption of the draft report.

5.0   Procedure Adopted by the Committee
The Committee requested detailed written memoranda on the topic under consideration from concerned stakeholders and invited them to appear before it in order to render oral submissions and clarify issues arising from their submissions.

6.0   Arrangement of the Report
The Report of the Committee is in two parts. Part I deals with the topical issue, local and foreign tours, while Part II deals with the Action - Taken Report and the conclusion of the Report.

CONSIDERATION OF THE TOPICAL ISSUE

7.0   TOPIC: REVIEW OF THE IMPLEMENTATION OF ZAMBIA'S SCHOOL RE-ENTRY POLICY

Background
The Zambia School Re-entry Policy which was launched in 1997, created provision for girls who dropped out of school due to pregnancy to be readmitted back into school after giving birth. The policy was grounded in the outcomes of the Beijing Conference of 1995, a conference at which the women's movement drew up its priorities and action plan. Among these priorities was the demand that girls who dropped out of school due to pregnancy should be readmitted in order for them to be able to continue pursuing their education. It was stated that this initiative was important because the benefits of education in improving the overall quality of life multiplied with increased participation of girls and women. In this regard, it was stated that empowerment of the girl-child with education would result in significant reductions in infant mortality and morbidity, improved family nutrition and health, low fertility rates, improved chances of girl-child education and improved opportunities in both wage and non wage-sectors.

The Committee was informed that since 1997, the Zambian Government had continued to allow girls who fell pregnant to take leave and then continue with their education after delivery. This was contained in the Ministry of Education, Review of the Re-entry Policy Report of 2010. Despite this policy being put in place in Zambia, it was stated that an increasing number of girls did not return to school after giving birth. In this regard, social, economic and cultural factors had been commonly cited as reasons for failure of the girls to return to school after giving birth.

The annual statistics from the Ministry of Education Statistical Bulletin (2017) showed that pregnancies still remained a challenge in the education system both at primary and secondary levels, which required effective remedial measures to enable girls to complete their education. Additionally, data from the Zambia Demographic Health Survey (Zambia Statistics Agency, 2014) showed that each year, approximately 30 per cent of the girls who dropped out from school, did so because of pregnancy. Further, data from the Zambia Demographic Health Survey (Zambia Statistics Agency, 2018) had revealed that the disaggregated dropout rate data showed that female dropout rate in grades 1-7 at 1.7 per cent was higher than that for boys at 1.3 per cent. Similarly, in grades 8-12, the 1.5 per cent female dropout rate was more than twice that of boys at the national level.

The Zambia Demographic Health Survey, 2018 further stated that adolescent pregnancy undermined girls' human rights and it compromised their opportunity to fully realise their socioeconomic development potential. Accordingly, teenagers who had early exposure to sexual intercourse were at risk of pregnancy and childbearing. In this regard, the report stated that pregnancy in late adolescence (of age 15-19), stood at 29 per cent and these adolescents had begun childbearing at the time of the survey (Zambia Statistics Agency, 2018). It was against this background that the Committee resolved to review the Implementation of Zambia's School Re-entry Policy.

7.1.1 Objectives
The objectives of the study were to:
  (i)   ascertain the adequacy of the policy and legal framework governing the implementation of the school re-entry policy;
  (ii)   appreciate the measures that the Government had put in place to enhance the implementation of the school re-entry policy;
  (iii) ascertain whether or not schools were implementing the Re-entry Policy;
  (iv) ascertain the challenges if any, faced in the implementation of the school Re-entry Policy; and
  (v)   make recommendations to the Executive on the way forward with regard to the implementation of the school Re-entry Policy.

7.1.2 Stakeholders
The Committee requested for input from selected stakeholders that made written and oral submissions to it on the topical issue. A list of the stakeholders that interacted with the Committee is attached at Appendix II.

SUMMARY OF SUBMISSIONS FROM STAKEHOLDERS
This paragraph presents a synopsis of the submissions made by the various stakeholders on the topical issue under consideration by the Committee.

7.2   POLICY AND LEGAL FRAMEWORK GOVERNING THE IMPLEMENTATION OF ZAMBIA'S SCHOOL RE-ENTRY POLICY

(a)   Policy framework
The Committee was informed that there was an adequate policy and legal framework to support the implementation of the School Re-entry Policy, but what was lacking was full commitment to its implementation. Key among the policy instruments were the School Re-entry Policy, the Convention on Elimination of All Forms of Discrimination against Women (CEDAW) and the National Social Protection Policy. Some detail on key policy instruments vis-à-vis implementation of the school Re-entry Policy is provided below.

  (i)   **School Re-entry Policy**
         The Committee learnt that the School Re-entry Policy was an intervention which was put in place to improve education opportunities for the girls who fell pregnant while in school, by way of readmitting the girls in school after delivery. In this regard, the Committee was informed that the Government had formulated the School Re-entry Policy Guidelines which were meant to support the implementation of the School Re-entry Policy. The Committee heard that the School Re-entry Policy Guidelines provided guidance on what the school management, the girl and the boy in question, and their parents should do during the time the girl was pregnant and after, to ensure that the girl continued with school after delivery.

  (ii)   **Convention on Elimination of All Forms of Discrimination Against Women**
         The Committee learnt that the Convention on Elimination of All Forms of Discrimination Against Women (CEDAW) was adopted on 19th October, 2012 and the Convention

sought, among other things, to provide protection of girls' right to education. During the Fifty -Third Session of the United Nations, Girls' and Women's Right to Education was declared a central obligation of State Parties under the Convention on the Elimination of All Forms of Discrimination against Women, and Zambia was a party to it. This obligation was critical in supporting the implementation of the School Re-entry Policy.

(iii) **National Social Protection Policy 2014 - 2018**
The Committee learnt that the Ministry of Community Development and Social Services through the Department of Social Welfare, supported the implementation of the School Re-entry Policy through provision of education support under social assistance programmes such as the Public Welfare Assistance Scheme (PWAS) and the Keeping Girls in School (KGS), which was a component of the Girls Education Women Empowerment and Livelihood (GEWEL) project. These programmes were guided by the National Social Protection Policy. The Policy promoted access to primary and secondary education among the poor and vulnerable learners by way of providing a combination of primary school fee waivers as well as targeted secondary school waivers. In addition, it guided on responses to household shocks through the Public Welfare Assistance Scheme (PWAS). The Committee was informed that PWAS was present in all the districts and was administered based on needs such as education support for vulnerable children, which included girls that dropped out of school due to pregnancy and lack of other school requisites.

The Committee heard that under the Keep Girls in School (KGS) programme, the Ministry of Education in collaboration with the Ministry of Community Development and Social Services, identified vulnerable girls who were in secondary school and those that had dropped out of school, to be enrolled on the KGS programme so as to have their school fees paid for directly to the schools' accounts. In addition, the Committee heard that an education grant was paid to the household of each girl that was enrolled on KGS programmes.

(b)   Legal framework
The Committee was informed that the legal framework governing the implementation of the School Re-entry Policy was the *Education Act, No.23 of 2011, and it was adequate*

(i) *The Education Act, No 23 of 2011*
The Committee heard that the *Education Act, No. 23 of 2011* provided for the implementation of the School Re-Entry Policy. Section 25(2) of the *Education Act, No. 23 of 2011* specifically provided for the readmission of girls who fell pregnant as well as the learner who impregnated the girl in school. However, section 25(3) stipulated that this readmission was based on the terms and conditions determined by a Minister or by way of statutory instrument. Stakeholders submitted that such a provision was subject to different interpretations, which included among others, faith based schools rejecting the readmission of girls that fell pregnant while learning at their schools, but only chose to facilitate for their transfers to different schools which were not faith-based and subjecting the readmitted girls to afternoon sessions as the only option left for them to continue with school.
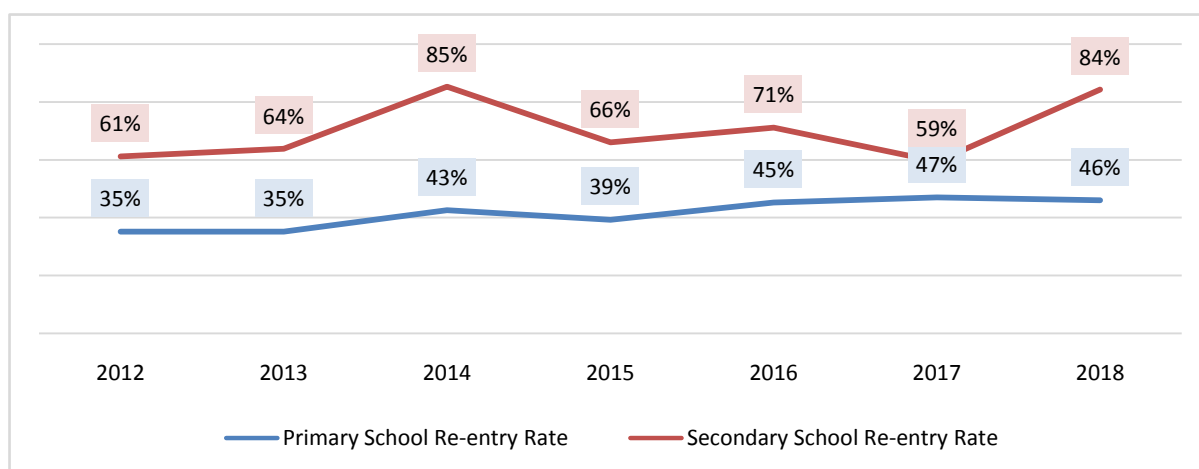
7.3   MEASURES INSTITUTED BY THE GOVERNMENT TO ENHANCE THE IMPLEMENTATION OF THE SCHOOL RE-ENTRY POLICY

The Committee was informed that in order to enhance the implementation of the School Re-entry Policy, the Government put in place a number of measures, which included the following:

(i)   Development of Guidelines to support the School Re-entry Policy
The Committee was informed that in 2012, the Government developed guidelines to support the implementation of the School Re-entry Policy. These guidelines were aimed at improving the understanding of the Policy. The Committee was further informed that since the development of the guidelines and following their subsequent distribution to schools, some improvement had been recorded in the re-entry rates at both primary and secondary school. The Committee was informed that primary school re-entry rates improved from 35 per cent in 2012 to 46 per cent in 2018 as shown in Figure 3. The Committee learnt that the secondary school re-entry rate improved from 61 per cent in 2012 to 84 per cent in 2018.

Figure 1: Re-entry rates for Primary and Secondary School 2012-2018

Source: Education Statistical Bulletin, 2018.

(ii)   Development of a School Re-entry Case Management System
The Committee was informed that the Ministry of Education would develop a School re-entry case management system to support the implementation of the school Re-entry Policy. The Committee heard that the school re-entry case management system would be managed by a multidisciplinary team comprising members of staff from the schools managements, members of the family and community as a whole. In this regard, the Committee heard that the school and especially the teacher's role were crucial to the implementation of the School Re-entry Policy. It was expected that teachers should own the Policy, by raising awareness and to ensure that the documents from the Ministry of Education were read and understood and the information be conveyed to the learners.

(iii)   Construction of Safe Houses to support the Implementation of the School Re-entry Policy

The Committee was informed that the Ministry of Education would construct safe houses or shelters where the girls could tender their children from during school learning period. The Committee was further informed that the safe houses would be constructed near the schools.

(iv)   Strengthen Guidance and Counselling Programmes

The Committee was informed that the Ministry of Education would strive to strengthen guidance and counselling programmes in order to support the School Re-entry Policy. It is expected that the guidance and counselling programmes would address the social-cultural problems which might hinder the progress of girls in education.

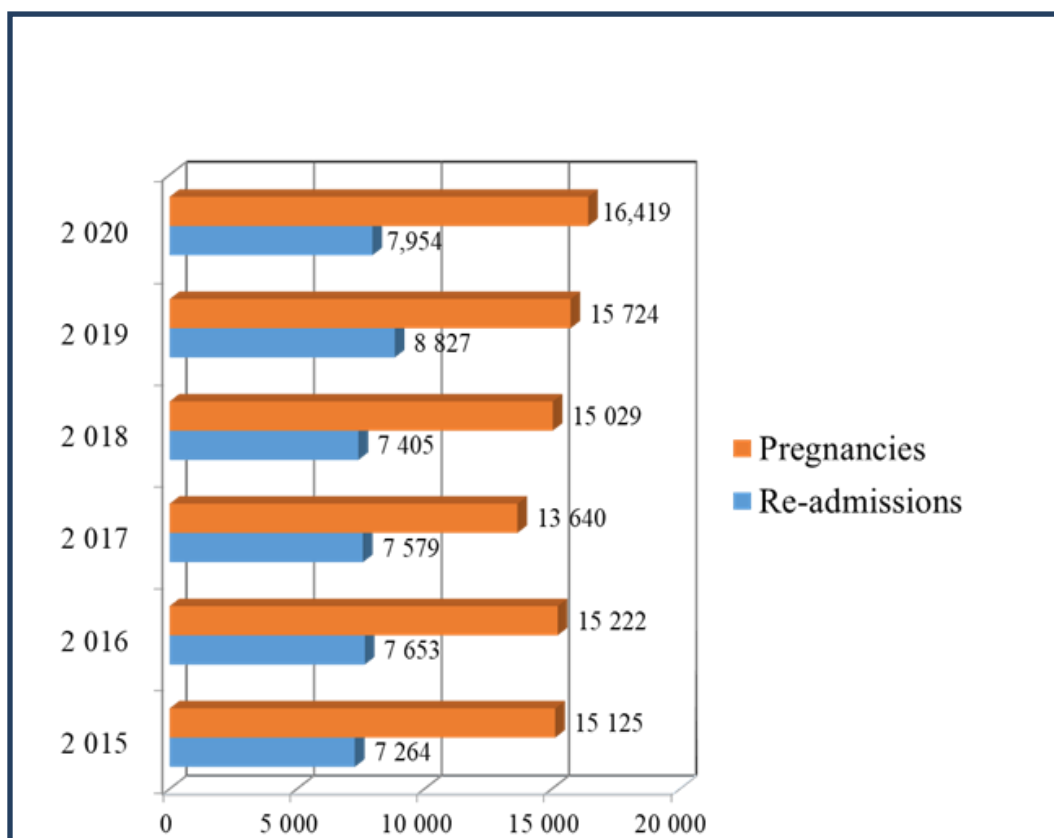**7.4   PROGRESS MADE IN THE IMPLEMENTATION OF THE SCHOOL RE-ENTRY POLICY**

The Committee heard that some progress had been made in the implementation of the School Re-entry Policy. The key milestones of the progress were as set out below.

(i)   Continued Implementation of School Re-entry Policy in Public Schools

The Committee was informed that public schools had continued to implement the Policy despite challenges of stigmatisation against the returning girls. In this regard, the Committee was informed that sensitisation was being conducted to all pupils and teachers concerning stigmatisation and the parent-teacher committees had been brought on broad to play a role in the implementation of the Re-entry Policy considering that parents were key stakeholders to its success.

(ii)   Awareness Programmes on the School Re-entry Policy

The Committee heard that awareness programmes on the School Re-entry Policy were conducted among the female learners. This was done to empower the girls with knowledge about the School Re-entry Policy which was being implemented by the Government and how best they could take advantage of the Policy whenever they inadvertently fell pregnant. The Committee further heard that as a result of this intervention, the drop-out rates among the female learners had reduced and more girls were progressing and completing their secondary education, although a big number of girls that fell pregnant failed to return to school after delivery. Below is a trend of re-admissions from 2015 -2020.

Source: Education Statistical Bulletin, 2020

The above chart showed that for the past five years, re-admissions had relatively increased despite a slight decrease in few selected years. In 2019, the Ministry of Education recorded an increase of 1,422 girls' readmissions, bringing the total number of readmissions to 8,827. Sadly, the effects of school closures due to the COVID-19 pandemic had resulted in a sharp increase in pregnancy cases to 16,419 while reducing the total number of girls' re-admissions to 7,954.

7.4 CHALLENGES FACED IN THE IMPLEMENTATION OF THE SCHOOL RE-ENTRY POLICY

The Committee was informed that the country had continued to face a lot of challenges in the implementation of the School Re-entry Policy. Some of these challenges were as set out below.

(i) Low Numbers of Girls Re-entering School

The Committee was informed that the number of girls who were re-entering school after falling pregnant had remained low in comparison to the number of pregnancy cases which were being experienced in the country. According to the Education Statistical Bulletins, in 2019, 15,724 school girls fell pregnant but sadly, only 8, 827 girls were recorded to have been returned to school under the Re-entry Policy programme. Stakeholders contended that the low number of girls returning to school after giving birth could be attributed to the fact that girls who fell pregnant outside marriage were in most cases forced into marriage, thereby curtailing their education pursuit.

(ii)   Stigmatisation and Discrimination of Girls Re-entering School

The Committee was informed that there were still issues of stigma and discrimination towards girls who returned to school after giving birth. The Committee was informed that despite having implemented the Re-Entry Policy for over twenty years, not much had been achieved in discouraging stigmatisation and discrimination of the girls by other learners and the teachers. The Committee heard that stigmatisation and discrimination was the major reason that hindered girls that had fallen pregnant from returning to school, as they feared to be ridiculed by both teachers and their fellow learners.

(iii)   Inadequate Trained Staff to Offer Guidance and Counselling

The Committee was informed that the number of trained staff required to provide guidance and counselling services in schools was still inadequate. The Committee was further informed that even teachers whose core function was teaching were offering guidance and counselling services. In such instances, teachers were merely appointed by the schools administration at that local level, to fill the gap even when they had not acquired the necessary training and skills to offer guidance and counselling services to the learners.

(iv)   Lack of Awareness of the Existence of the School Re-entry Policy among the Learners and the Communities

The Committee was informed that there was lack of awareness among learners and parents about the School Re-entry Policy and how it was implemented. The Committee was further informed that there was reluctance by school managers to disseminate information about the Policy to learners and parents, which negatively impacted the implementation of the School Re-entry Policy.

(v)   Lack of a Follow up Mechanism on Girls that Fell Pregnant

The Committee was informed that there was no follow up mechanism that was instituted to ensure that girls who fell pregnant were encouraged to return to school after giving birth. The Committee was informed that, while schools had a mechanism of recording the number of pregnancies, there was no deliberate effort or mechanism that was put in place in these schools to follow up on the girls that fall pregnant and fail to return to school after giving birth.

(vi)   Some Cultural Beliefs Acting as Barriers to the Implementation of the School Re-entry Policy

Stakeholders submitted that some cultural beliefs which celebrated marriage as a great attainment had continued to hamper the implementation of the Re-entry Policy. The Committee was informed that some sections of the Zambian society perceived marriage as a major achievement, and hence, encouraged the young girls whenever they fell pregnant to opt for marriage instead of returning to school.

(vii)   School Re-entry Policy Perceived as Perpetrating Teenage Pregnancies

The Committee was informed that the School Re-entry Policy had been received with mixed feelings as some sections of society perceived it as contributing to the rising numbers of teenage pregnancies in the country. The Committee was further informed that some sections of the Zambian society believed that the Policy was contributing to the increased teenage pregnancies in schools since girls knew that they could still get back to school even after falling pregnant. In

the same vein, some faith-based schools did not implement the Policy on account that it was against their faith, and readmitting the girl that fell pregnant in their schools was viewed as supporting immorality and sin among the learners and would have a negative influence on other learners.

7.6   LOCAL TOURS

In order to consolidate its findings from the long meetings on Review of the Implementation of the School Re-entry Policy, the Committee undertook a local tour to Copperbelt and North Western Provinces. The Committee visited the following selected primary and secondary schools: Rokana Combined School in Kitwe District; Chibuluma Primary School in Kalulushi District; Muchinshi Secondary School in Chingola District; Kyawama Secondary School in Solwezi District; and Kabanda Secondary School in Mwinilunga District. The key findings of the Committee are summarised below.

7.6.1   NUMBER OF PREGNANCIES RECORDED IN SELECTED SCHOOLS

Below is a table showing the number of pregnancies recorded annually in the schools visited by the Committee as submitted by school managers.

NAME OF SCHOOL	YEAR	NUMBER OF GIRLS WHO FELL PREGNANT	NUMBER OF GIRLS RE-ADMITTED TO SCHOOL
ROKANA COMBINED SCHOOL	2019	3	2
	2020	1	1
	2021	3	2
NAME OF SCHOOL	YEAR	NUMBER OF GIRLS WHO FELL PREGNANT	NUMBER OF GIRLS RE-ADMITTED TO SCHOOL
CHIBULUMA SECONDARY S CHOOL	2020	1	1
	2021	2	0
	2022	0	0
NAME OF SCHOOL	YEAR	NUMBER OF GIRLS WHO FELL PREGNANT	NUMBER OF GIRLS RE-ADMITTED TO SCHOOL
MUCHINSHI SECONDARY SCHOOL	2018	2	2
	2019	4	2
	2020	6	0
	2021	3	2
	2022	1	0
NAME OF SCHOOL	YEAR	NUMBER OF GIRLS WHO FELL PREGNANT	NUMBER OF GIRLS RE-ADMITTED TO SCHOOL

KYAWAMA SECONDARY SCHOOL	2017	4	1
	2018	4	3
	2019	1	1
	2020	10	2
	2021	6	1
	2022	6	0
NAME OF SCHOOL	**YEAR**	**NUMBER OF GIRLS WHO FELL PREGNANT**	**NUMBER OF GIRLS RE-ADMITTED TO SCHOOL**
KABANDA SECONDARY SCHOOL	2017	15	7
	2018	17	14
	2019	17	10
	2020	15	14
	2021	9	20
	2022	2	6

7.7   Implementation of the School Re-entry Policy by the Schools toured by the Committee

The Committee was informed that the School Re-entry Policy was being implemented in all the schools it visited. The Committee was informed that the schools were able to identify the girls who fell pregnant and provide them with the required guidance and counseling.

7.8   Measures taken in the Implementation of the School Re-entry Policy

The Committee was informed that schools had continued to sensitise the learners and communities on the need for the girl child to continue with school even after falling pregnant and delivering. In this regard, the Committee was informed that schools had instituted the measures outlined hereunder.

(i)   Providing effective guidance and counselling services especially to the re-entered learners. This was done in order to enable the re-entered learners to regain their self esteem and subsequently performing highly in school.
(ii)   Sensitising the Parent Teachers' Association, on the need to convey information on the School Re-entry Policy to communities.
(iii)   Involving the re-entered learners in all school programmes to enable them to develop a sense of belonging.
(iv)   Providing special material needs, such as sanitary pads and clothes to the girls.

7.9   Challenges faced in the Implementation of the School Re-entry Policy

The Committee was informed that there were a number of challenges faced in the implementation of the school re-entry policy, and these included the ones discussed below.

(i)   Boys and men who were responsible for the pregnancies did not agree to report to the school for the necessary arrangements regarding the girls' pregnancies.

(ii) Some girls refused to be re-admitted at the same school but instead, they opted to be transferred to a different school.

(iii) Some girls who had the desire to continue with school could not do so as they had no support system to help them baby-sit while they attended school. As a result of this challenge, such girls became overwhelmed, which resulted in them dropping out of school.

(iv) Some parents were not willing to inform the school management when their daughter had fallen pregnant. Instead, they opted to handle the matter at village level. Even in instances where the school was informed about a pregnancy, some parents were not willing to sign maternity leave forms for their daughters.

(v) Some parents opted to force their daughters into marriage as opposed to ensuring that they were re-entered into school.

(vi) The students' examination numbers which were provided by the Examinations Council of Zambia were limited to a certain period, and as such, girls who fell pregnant were prevented from continuing in the same grade. Instead, such girls could only be advised to repeat lower grades, which tended to discourage them and led them to drop out of school.

(vii) Some girls continued to stay with the men who impregnated them even after being readmitted into school. As such, the girls could not concentrate on their studies.

(viii) Most of the girls who fell pregnant were being pressured by their guardians to enter into early marriages.

(ix) There were financial challenges which exerted pressure on the affected pupils in terms of preparation towards delivery and care giving to the baby.

7.10   Suggested Way forward in the Implementation of the School Re-entry Policy
The Committee was informed of the following proposals in the best implementation of the School Re-entry Policy.

(i) The need for robust sensitisation programmes on the implementation of the School Re-Entry Policy.

(ii) The need for comprehensive sexuality education to be implemented in all schools, in order to impart knowledge about the ills of unplanned pregnancies.

(iii) The was need for the Government through the Ministry of Education, to consider putting in place a deliberate policy where examination numbers should not expire, as this would easily enable the re-entry policy to be effective.

(iv) There was need to sensitise parents on the need to educate a girl-child. There was also need for continuous sensitisation and awareness campaigns on the effects of teenage pregnancies.

(v) There was need for guidance and counselling activities to be intensified in schools. The guidance and counselling activities should be included on teaching time table for schools.

7.11   **COMMITTEE'S OBSERVATIONS AND RECOMMENDATIONS**
The Committee notes that the Government has over the years implemented the School Re-entry Policy. However, there exist a number of concerns that require the Executive's urgent attention if the implementation of this policy is to yield the desired results. The Committee is of the view that, if the implementation of the School Re-entry Policy is to be effective, the Government should take concrete steps to address identified challenges. In this vein, having considered the

submissions made by various stakeholders and taking into consideration the findings from the local tours, the Committee makes the observations and recommendations set out below.

(i)   Absence of a Statutory Instrument to support Implementation of the School Re-entry Policy

The Committee notes with great concern that the provision contained in section 25 of the *Education Act, No. 23 of 2011* is not supported by the issuance of a Statutory Instrument as required under section 25(3).

The Committee, therefore, recommends that the Government, specifically the Minster of Education issues a Statutory Instrument that will support the implementation of the School Re-entry Policy.

(ii)   Low Numbers of Girls being Re-admitted in Schools After Giving Birth

The Committee is greatly concerned that the number of girls getting re-admitted in schools has remained too low compared to the high number of girls who are dropping out of school due to pregnancies. The Committee notes that there are many reasons which cause the girls to avoid getting back to school; these include lack of financial and material support; stigmatisation by fellow learners and teachers; family pressure towards marrying them off and many more.

The Committee strongly recommends that the Government should take concrete steps to address all issues hindering pregnant girls from getting back to school, in order to ensure that the number of girls returning to school is almost equal to the number of girls who fall pregnant and subsequently drop out of school.

(iii)   Inadequate Information on the School Re-entry Policy among the Learners and the Communities

The Committee agrees with stakeholders that there is very little information about the School Re-entry Policy among the learners and the citizens. The lack of awareness has negatively impacted the effective implementation of the Policy.

The Committee, therefore, urges the Government to undertake a robust sensitisation and awareness programme on the School Re-entry Policy. These sensitisations should be conducted at both national and local levels through radio and television programmes as well as physical meetings.

(iv)   Lack of Understanding of the School Re-entry Policy by School Managers

The Committee notes with concern the revelation that teachers as school managers lack understating of the School Re-entry Policy and its implementation. The Committee observes that the failure by teachers to adequately understand the Policy has contributed to its ineffective implementation.

In light of this, the Committee, therefore, strongly recommends that the Government should take drastic measures to ensure that all teachers are re-oriented on the implementation of the School Re-entry Policy. This should be attended to as a matter of urgency.

(v)   Inadequate Trained Staff to Offer Guidance and Counselling Services

The Committee is greatly concerned that the number of trained staff required in providing guidance and counselling services in schools has remained inadequate. The Committee observes that the absence of staff to offer guidance and counselling services in schools is contributing to rampant vices in schools, and this is also affecting the implementation of the School Re-entry Policy.

The Committee strongly recommends that more trained counsellors should be recruited in order to offer guidance and counselling services in schools. This will contribute to the effective implementation of the School Re-entry Policy.

(vi)   Non-extension of Guidance and Counselling Training to Teachers Appointed to Offer Guidance and Counselling Services

The Committee observes with great concern that in most schools, teachers are merely appointed by school administrations at that local level, to fill the gap even when the said teachers have not acquired the necessary training and skills to offer guidance and counselling services to the learners.

The Committee, therefore, urges the Government to consider providing appropriate training to teachers that provide guidance and counselling services in schools. The Committee is of the view that providing guidance and counselling training to these teachers will contribute to the effective implementation of the School Re-entry Policy. The Committee also recommends that the Government should consider recruiting staff whose sole function is providing guidance and counselling services in school.

(vii)   Non-implementation of the School Re-entry Policy in Faith-based Schools

The Committee is deeply concerned about the non-implementation of the School Re-entry Policy in faith-based schools, which   are viewing the School Re-entry Policy as immoral and an act which can negatively influence other learners.

The Committee urges the Government to consider engaging faith-based organisations so that common ground can be reached on the need to implement the School Re-entry Policy in the faith-based schools.

(viii)   Lack of School Re-entry Case Management System in Schools

The Committee bemoans the non implementation of case management information systems on the cases of the girls that fall pregnant. The Committee observes that the lack of adequate information regarding the girls' whereabouts and the status of their condition is the reason why the re-entry policy has not been effectively implemented.

The Committee, therefore, urges the Government to develop a school re-entry case management system starting from schools to district level, in order to track all the girls that fall pregnant as a way of bringing them back in school after delivery. The Committee also recommends that a follow up mechanism should be instituted to ensure that girls who fall pregnant are encouraged to return to school after giving birth.

(ix)   Non-availability of Safe Houses to support the Implementation of the School Re-entry Policy

The Committee is greatly concerned that there are no safe houses where girls with babies can attend to their babies during their time in school. The Committee is of the view that the non-availability of safe houses could be contributing to failure by girls to return to school after giving birth.

The Committee, therefore, urges the Government to consider constructing safe shelters which can be used by the girls to attend to their babies while attending school. These safe shelters should be constructed near the schools for easy access by the girls during school time.

(x)   Lack of Emphasis on Comprehensive Sexuality Education Programmes in Schools

The Committee is greatly concerned that comprehensive sexuality education programmes in schools are not fully being implemented, yet the programme is necessary and critical in providing information on issues of sexual reproductive health and rights. The Committee observes that the reluctance in the implementation of this programme is the reason why the number of pregnancy cases among the girls has remained high.

The Committee, therefore, urges the Government to consider heightening comprehensive sexual education programmes in schools, as this will contribute to not only reducing the number of pregnancies among the girls, but also to contribute to the implementation of the school Re-entry Policy.

(xi)   Expiry of Examination Numbers

The Committee has observed with great concern the conflict which exists between students' examination number limit which results in expiry of the examination numbers and the re-introduction of free education vis-a-vis the school re-entry policy.

The Committee, therefore, recommends that the Government through the Examination Council should reverse the examination expiry period so that learners especially girls who fall pregnant and leave school do not get hindered from continuing with school from the grades where they had ended.

(xii)   Payment of Examination Fees under General Certificate of Education by the RE-admitted Girls

The Committee observes that there is an increase in enrolment among the girls who had dropped out of school due to pregnancies. However, with the expiry of student examination numbers, these girls are forced to write their examinations under general certificate of education (GCE), where free education does not apply.

In this regard, the Committee urges the Government to come up with a deliberate policy to exempt these affected girls from paying examination fees when subjected to write their examinations under general certificate of education.

PART II

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

8.1   SKILLS AND CAREER DEVELOPMENT IN PRIMARY AND SECONDARY SCHOOLS

(i)   Lack of Adequate and Appropriate Infrastructure to Support Vocational Training
The previous Committee was greatly concerned that most of the schools in the country lacked adequate and appropriate infrastructure to support vocational training.

The Committee had, therefore, strongly recommended that the Government should immediately put in place the necessary facilities such as workshop tools and equipment, and laboratories to support vocational education training in schools. This would enhance practical rather than theoretical teaching of the skills subjects in schools.

Executive's Response
It was stated in the Action-Taken Report that in 2017, the Government procured equipment in carpentry, bricklaying, metal fabrication and welding, home economics, musical education, art and design and physical education and sports to facilitate the implementation of the two-tier system and vocational training in particular. Admittedly, the equipment was not enough for all schools but was a major boost for implementing vocational education and training.

Committee's Observations and Recommendations
The Committee takes note of the response given by the Executive and resolves to await a progress report on the procurement of more equipment in carpentry, bricklaying, metal fabrication and welding, home economics, musical education, art and design physical education and sports to support vocational education training in all schools in the country. The Progress Report should also clearly state which schools benefited from the same procurement as reported in the Action-Taken Report.

(ii)   Lack of Appropriately Trained Instructors in TEVET Programmes
The previous Committee had expressed great concern that the instructors responsible for TEVET programmes in schools were not appropriately trained to deliver the required skills to the learners.

The Committee had, therefore, urged the Government to ensure that teachers who were conducting TEVET programmes in schools were appropriately trained without delay.

Executive's Response
It was reported in the Action-Taken Report that the Ministry of Education was collaborating with TEVETA in the area of capacity building of teachers handling TEVETA programmes in schools. For example, the Ministry worked with the Kabwe Institute of Technology to retrain some teachers of design and technology (d and t) from all the ten provinces. The teachers were trained

in metal fabrication, panel beating, spray painting, bricklaying and plastering, electrical wiring and plastics. The table below shows the total number of teachers per province who were trained and those yet to be retrained:

NUMBER OF TEACHERS RETRAINED IN DESIGN AND TECHNOLOGY			
PROVINCE	**NUMBER IN A PROVINCE**	**TRAINED**	**YET TO BE RETRAINED**
Central	90	16	74
Copper belt	165	24	141
Eastern	84	11	73
Luapula	64	7	57
Lusaka	98	14	84
Muchinga	58	10	48
Northern	64	14	50
North Western	78	12	66
Western	50	9	41
Southern	56	9	47
TOTAL	**807**	**126**	**681**

It was reported that the process was ongoing and the retraining of the remaining teachers in design and technology, home economics and hospitality and agriculture science was waiting funding.

It was further reported in the Action-Taken Report that a number of institutions were offering training in technical subjects and these included the institutions outlined in the table below.

Colleges That Offered Technical Subjects		
S/N	**College of Education**	**Courses Offered**
1	DALICE	Agriculture Science
2	Solwezi	Art and Design, Home Economics (HE) and Agriculture Science
3	Mongu	Agriculture Science
4	Mufulira	Agriculture Science
5	St Mary's	Agriculture Science
6	Malcom Moffat	Agriculture Science, HE
7	ZAMISE	Art and Design, HE
8	Mansa	Art and Design, HE
9	Kasama	Art and design, HE and Agriculture Science
10	Chipata	Art and design, HE and Agriculture Science
11	Kitwe	Art and design, HE and Agriculture Science

It was also reported that there were some institutions that had since introduced degree programmes in Design and Technology in conjunction with some universities, and some in-service-teachers had enrolled with them. The following were the institutions that were offering degree programmes in conjunction with universities:

(a) Technical and Vocational Training College (TVTC) in conjunction with Copper belt University was offering a Bachelor of Science in Design and Technology with Education.
(b) Kabwe Institute of Technology in conjunction with Nkrumah University was offering a Bachelor of Design and Technology with Education.
(c) Information Communication University (ICU) was offering Bachelor of Education in Design and Technology.

Committee's Observations and Recommendations
The Committee takes note of the response given by the Executive and appreciates the programmes which the Ministry of Education was implementing in collaboration with TEVETA to build capacities among the teachers who were handling TEVETA programmes in schools. Notwithstanding these efforts, the Committee is of the view that the number of instructors being trained under the programme is not enough. There is, therefore, need for an increased number of instructors to be trained. In this regard, the Committee resolves to await a progress report on the ongoing programme to train more instructors who would implement the TEVET programme in schools.

(iii) **Non-inclusion of TEVETA Level 2 and Level 3 Trade Test Certificates in the Zambia Qualifications Framework.**
The previous Committee had observed with great concern that the skills acquired by learners under the vocational pathway from TEVET did not reflect in the national qualifications framework developed by the Zambia Qualifications Framework. In this regard, level 2 and level 3 trade test certificates awarded to the learners by TEVETA were not included in the Zambia Qualifications Framework.

The Committee had, therefore, strongly recommended that the Government takes measures to harmonise the mismatch that existed in the classification of qualifications by TEVET and Zambia Qualification Authority. The Committee had urged that the matter be attended to with urgency.

Executive's Response
It was reported in the Action-Taken Report that level 2 and level 3 trade test certificates awarded to the learners by TEVETA had been included in the revised National Qualifications Framework which was in the process of being approved.

Committee's Observations and Recommendations
The Committee takes note of the response given by the Executive and resolves to await a progress report on the inclusion of level 2 and level 3 trade test certificates awarded to the learners by TEVETA in the revised National Qualifications Framework and its subsequent approval.

(iv)   Lack of Evaluation Mechanism in the Implementation of the Vocational Training
The previous Committee was greatly concerned about the lack of an evaluation mechanism in the implementation of the vocational training which was being conducted in schools. This made it difficult to measure the success that had been scored in the programme.

The Committee had, therefore, urged the Government to urgently take concrete steps to put in place an evaluation mechanism of the implementation of vocational education training. This would help in measuring the success scored in the programme, and in providing recommendations for improvement where necessary.

Executive's Response
It was reported in the Action-Taken Report that the Ministry of Education implemented the revised curriculum in four phases using a phased approach from 2014 to 2017:

(i)   Phase I was implemented in 2014 at Early Childhood Education (ECE), Grades 1, 5, 8, and 10;
(ii)   Phase II was implemented in 2015 at adult literacy, grades 2, 6, 9, and 11;
(iii)   Phase III was implemented in 2016 at grades 3, 7 and 12; and
(iv)   Phase IV was implemented in 2017 at grade 4 level.

It was stated that the entire curriculum, including the implementation of the Secondary Vocational Education Training, was earmarked for review after five years. In this regard, the Ministry of Education had started internal preparations to evaluate the implementation of the revised curriculum from ECE up to tertiary education in colleges of education.

Committee's Observations and Recommendations
The Committee takes note of the response given by the Executive and resolves to await a progress report on the review of the evaluation mechanism in the implementation of vocational training. The Committee also resolves to await a progress report on the expected evaluation of the revised curriculum implementation from ECE up to tertiary education in Colleges of Education.

(v)   Inadequate Financial Allocations to Vocational Training Programmes
The previous Committee had expressed concern that the financial allocations to the education sector, and particularly to vocational training programmes, were not sufficient to support skills and career development in primary and secondary schools.

The Committee had recommended that adequate financial resources should be channeled to vocational education training programmes, in order to support skills and career development in primary and secondary schools.

Executive's Response
It was reported in the Action-Taken Report that funding to vocational training programmes and the teaching of Science, Technology, Engineering and Mathematics remained a commitment of the Ministry of Education to ensure that more resources were channeled towards these programmes in Primary and Secondary Schools. The Committee was also requested to note that

the 2021 national budget was formulated at a critical time when the world was battling with the Covid-19 pandemic that had caused a serious economic recession. Considering those negative consequences, domestic revenues for 2021 were projected to decline compared to the 2020 approved levels.

In addition, the allocation increase was also mainly hindered by the constitutional obligation to provide adequate funds for debt service and salaries which were at the core of the Treasury. Nevertheless, with the Treasury's priority to move towards attaining fiscal fitness and restoring debt sustainability, dismantling domestic arrears and safeguarding social protection spending, the Treasury would endeavour to increase funding to the Ministry of Education in order to channel more funds towards vocational training programmes, the teaching of science, technology, engineering and mathematics (STEM) as well as equipping laboratories, revenues permitting.

Committee's Observations and Recommendations
The Committee takes note of the response given by the Executive and resolves to await a progress report on increased funding to the Ministry of Education which will result in increased financial allocation towards vocational training programmes, the teaching of science, technology, engineering and mathematics (STEM) as well as having equipped laboratories.

(vi)   Non-assessment of Skills Acquired by Learners at Senior Secondary School Level
The previous Committee was greatly concerned that the secondary school vocational education training was only adequately implemented up to Grade 9 where the free education policy applied. The Committee also found it unacceptable that senior secondary schools learners were not being assessed under the vocational education programme despite them having satisfactorily attended the necessary training.

The Committee had urged the Government to provide policy guidance on the plight of the learners at the senior secondary school level who were not being assessed in vocational training due to lack of guidance on the payment for vocational assessment. Alternatively, the Committee had urged the Government to consider using part of the Skills Development Fund to finance the trade tests in vocational training for senior secondary school learners.

Executive's Response
It was reported in the Action-Taken Report that the Ministry of Education implemented the revised curriculum and the two-tier system in 2014. The first cohort of level ll trade test assessment was piloted in 2015 in thirty-four secondary schools. The piloting had been gradual at trade test level lll (Junior Secondary School) to enable the Ministry train teachers to conduct the trade test assessment.

The Executive further stated that levels l and ll trade test assessment were supposed to be done at the senior secondary school level. TEVETA had to provide specimen papers which included theory papers and to capacity build teachers to mark theory papers. This was yet to be done by TEVETA. However, a roadmap had been made to conduct trade test at the senior secondary school level. The Ministry had since engaged the major stakeholder TEVETA to expedite the process of actualisation of assessment of skills acquired by learners at senior secondary school level.

Committee's Observations and Recommendations
The Committee takes note of the response and resolves to await a progress report on commencement of the assessment of skills acquired by learners at senior secondary school level.

(vii) Lack of Modern Infrastructure and Machinery to Support the Vocational Career Pathway
The previous Committee was greatly concerned over the fact that the Government was implementing the two-tier career system without equipping schools with modern infrastructure and machinery to support the vocational career pathway.

In this vein, the Committee had urged the Government to urgently develop and implement a medium-term plan to equip schools with appropriate modern infrastructure and machinery necessary to deliver high quality training.

Executive' Response
It was reported in the Action-Taken Report that the Ministry of Education implemented the revised curriculum and the two-tier system in 2014. In order to facilitate the implementation of the secondary vocational training, in 2017, the Government procured and distributed equipment to 300 secondary schools. This equipment was meant for programmes that included but not limited to bricklaying, welding, carpentry, home economics, physical education, musical education, and art and design.

In addition, the 2021 national budget was formulated at a critical time when the world was battling with the Covid-19 pandemic that had caused a serious economic recession. Considering these negative consequences, domestic revenues for 2021 were projected to decline compared to the 2020 approved levels.

Further, the allocation increase was also mainly hindered by the constitutional obligation to provide adequate funds for debt service and salaries which were at the core of the Treasury. Nevertheless, with the Treasury's priority to move towards attaining fiscal fitness and restoring debt sustainability, dismantling domestic arrears and safeguarding social protection spending, the Treasury would endeavour to increase the funding to the Ministry of Education in order to channel more funds towards Vocational Training Programmes, the teaching of Science, Technology, Engineering and Mathematics (STEM) as well as equipping Laboratories.

Committee's Observations and Recommendations
The Committee takes note of the response given by the Executive, especially regarding the procurement and distribution of equipment to 300 secondary schools. Notwithstanding this effort, the Committee resolves to await a progress report on the creation and procurement of more infrastructure and equipment to support the vocational career pathway in all secondary schools in the country.

(viii)   Limitation of the Two-tier Career System To a Few Selected Schools
The previous Committee was seriously concerned that the two-tier career system was only being implemented in selected secondary schools in the country, leaving out many secondary schools. This was inhibiting many learners from acquiring the necessary lifelong skills.

The Committee had urged the Government to consider rolling out the two-tier career system to all secondary schools countrywide in order to provide learners with both academic and lifelong skills training at secondary school level.

Executive's Response
It was reported in the Action-Taken Report that the Ministry of Education had been rolling out the two-tier system in a phased manner because implementing the two-tier system required training of teachers and orientation of other stakeholders such as standards officers and the schools. The Ministry had put in place arrangements to roll out the two-tier system at secondary school level. These arrangements included but not limited to preparing schools in terms of equipment, inducting teachers in TEVETA programmes, skills training /resource and local community needs.

Committee's Observations and Recommendations
The Committee takes note of the response given by the Executive and resolves to await a progress report the roll out of the two tier career system to all secondary schools countrywide in order to provide learners with both academic and lifelong skills training at secondary school level.

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

9.1   THE TEACHING OF SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS IN ZAMBIAN SCHOOLS

(i)   Policy Framework to Support the Teaching of Science, Technology, Engineering and Mathematics
The previous Committee was greatly concerned that the policy framework was fragmented and having no stand-alone policy to support the teaching of science, technology, engineering and mathematics in schools. In the view of the Committee, this had resulted in the lack of an aggressive focus in the teaching of these subjects. This had also led to the poor results in science, technology, engineering and mathematics.

The previous Committee had strongly recommended that the Government should immediately formulate a stand-alone policy which would specifically guide the teaching of science, technology, engineering and mathematics in schools. Alternatively, the Government was requested to consider redrafting the National Science and Technology Policy so as to clearly provide for the teaching of these subjects.

It was stated in the previous Action-Taken Report that the Ministry of Education had developed a number of policy documents on science, technology, engineering and mathematics (STEM) education, and these included the following:

(i)   Strategic Note on the Implementation of STEM Education (2019);
(ii)   Secondary School STEM Education Curricula (2020);
(iii) Report on the Assessment of STEM Education Implementation (2020);
(iv)   Assessing Learning in STEM Education (2020); and
(v)   STEM Education Chapter Policy Document (2020).

The Committee had taken note of the response given by the Executive and resolved to await the formulation of a consolidated and stand-alone policy which would specifically guide the teaching of science, technology, engineering and mathematics in schools.

Executive's Response
It was reported in the latest Action-Taken Report that the draft National Education Policy document was developed for the entire education system, in which the policy framework to support the teaching of Science, Technology, Engineering and Mathematics in Zambian schools as a stand-alone policy.

Committee's Observations and Recommendations
The Committee is dismayed by the inconsistencies in the manner the Ministry of Education is implementing the teaching of Science, Technology, Engineering and Mathematics in schools. In the previous Action-Taken Report, it was stated that the Ministry of Education had developed a number of policy documents on science, technology, engineering and mathematics (STEM) education, and these were:

(i)   Strategic Note on the Implementation of STEM Education (2019);
(ii)   Secondary School STEM Education Curricula (2020);
(iii) Report on the Assessment of STEM Education Implementation (2020)
(iv)   Assessing Learning in STEM Education (2020); and
(v)   STEM Education Chapter Policy Document (2020).

However, it is reported in the latest Action-Taken Report that the draft National Education Policy document was developed for the entire education system and which would support the teaching of Science, Technology, Engineering and Mathematics.

In light of the conflicting statements, the Committee, strongly, urges the Executive to be consistent in its implementation of the STEM programme. In addition, the Committee resolves to await a progress report with regards to the finalisation of the reported draft National Education Policy document developed for the entire education system which would support the teaching of science, technology, engineering and mathematics in Zambian schools.

(ii)   Non-inclusive Teaching of STEM in all Secondary Schools
The previous Committee had strongly recommended that the Government takes measures to ensure that science, technology, engineering and mathematics subjects were taught in all schools from primary to secondary level and at tertiary level.

It was stated in the previous Action-Taken Report that the monitoring exercise on implementation of STEM education in the fifteen pilot STEM Secondary Schools was conducted in February 2020. Consequently, a baseline report on assessment of STEM education in secondary schools had since been produced. The findings were being used to improve the implementation at primary school level.

It was further reported that the implementation plan of the 2020 National Science, Technology and Innovation (STI) Policy had measures which were aimed at promoting STEM at all levels of the education systems through the following activities:

  (i)   establishment of specific colleges and universities focused on training in STEM;
  (ii)   establishment of centres of excellence for scientific and technological research that cut across primary, secondary and tertiary levels;
  (iii)   establishment of a STEM mentorship programmes;
  (iv)   provision of incentives to attract STEM teachers that cut across primary, secondary and tertiary; and
  (v)   review current STEM curriculum from primary, secondary and tertiary levels;

It was reported that these plans were expected to enhance the teaching of science, technology, engineering, and mathematics subjects at all the levels of the education system, including primary, secondary, and through to tertiary education.

The Committee had taken note of the response given by the Executive and resolved to await a progress report on the measures which were aimed at rolling out the teaching of science, technology, engineering and mathematics to all schools countrywide and at all levels of the education system.

Executive's Response
The Executive reported in the latest Action-Taken Report that the teaching and learning of inclusive science, technology, engineering and mathematics in all schools and at all levels of the education system was done using the 2013 Zambia Education Curriculum Framework. However, the fifty-two schools which had been established to operate as STEM schools pilot until 2022 were using a 2019 transitional STEM Education Curriculum. Therefore, to prepare for the roll-out to all schools and at all levels of the education system, the Ministry was monitoring and assessing the implementation of STEM education, and holding consultative meetings to map up strategies.

It was reported that the roll-out of the teaching of science, technology, engineering and mathematics subjects to all schools and at all levels of the education system could only be commenced after 2022.

Committee's Observations and Recommendations
The Committee takes note of the response given by the Executive and resolves to await a progress report on the inclusive teaching of science, technology, engineering and mathematics subjects in all schools and at all levels of the education system.

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

10.1 THE TEACHING OF COMPUTER STUDIES IN ZAMBIAN SCHOOLS

(i) Policy Framework to Support the Teaching of Computer Studies
The previous Committee had recommended that the Government should immediately finalise the draft 2007 Information and Communication Technology (ICT) Policy in Education so that it could provide guidance on how ICT programmes and the teaching of computer studies could be implemented.

It was stated in the previous Action-Taken Report that the Ministry of Education had been working on the Education ICT Integration Master Plan, which would replace the Draft 2007 ICT Policy in Education. The Education ICT Integration Master Plan was expected to supersede the Draft 2007 ICT Policy owing to the fact that the passage of time since the Draft 2007 ICT Policy was produced had seen a lot of developments and changes in ICT that the Draft Policy may not have considered at the time. In this regard, the primary goal of the Master Plan was to prepare all students for the 21st century skills and ICT integration in order to help actualise Zambia's Vision 2030, which was aimed at moving Zambia to be a leader in research, technology, innovation and become a knowledge-based society. It was further reported that the Education Master Plan addressed in broad terms the underlying goals as outlined below:

(i) improving the quality of education and training; and
(ii) strengthening the relevance of education and training to the labour market by the insertion of 21st century skills.

The objectives of the Education Master Plan included:

(i) to accelerate the adoption of ICT tools in teaching and learning;
(ii) to transition to education e-resources (videos, interactive lessons, e-books, e-assessment, self-pace learning;
(iii) to integrate adaptive learning; and
(iv) to create a self-sustainable model with parents, community, development partners, private sector players, and NGO participation.

In this vein, the Ministry had been working with Smart Zambia Institute and the Ministry of Transport and Communications in order to operationalise the Education Master Plan which was expected to be finalised by 2020.

The previous Committee had taken note of the response given by the Executive and resolved to await an ICT Policy which was expected to give guidance to the mentioned Education ICT

Integrated Master Plan, realising that there could not be that Master Plan in the absence of the ICT Policy.

It was reported in the previous Action-Taken Report that the Education ICT Policy was at final draft stage. In that regard, the Ministry of Education was in consultation with Smart Zambia Institute and the Ministry of Transport and Communication in order to align the draft ICT Policy to the National ICT Policy, Smart Zambia e-Government Master Plan and the 7NDP strategic outcomes.

The Committee had taken note of the response given by the Executive and resolved to await a progress report on the finalisation of the ICT Policy to provide guidance on how ICT programmes and the teaching of computer studies could be implemented.

Executive's Response
It was reported in the latest Action-Taken Report that the Ministry of Education, in consultation with Smart Zambia Institute had worked on the Education ICT Policy final draft further, aligning it with the National ICT Policy, SMART Zambia e-Government Master Plan, the 7NDP Strategic Outcomes, the *e-Government Act, No. 4 of 2021*. The Ministry had also considered the guiding Principles of E-Government Part II and Part IV - Control of E-Government Systems and Services. It was agreed that the policy be re-aligned into the following components for ease of reference and access to specific ICT areas:

(i)   Policy
This section of the Education ICT Policy would outline policy matters relating to governance, education for all, equity, access and policy integration in the context of the Ministry's Policy and Strategies, the *E-Government Act, No. 4 of 2021*, the 7NDP outcomes and the Covid-19 pandemic lessons learnt. This would also provide a platform on which new policies had to be put in place due to experiences during the COVID-19 pandemic**.**

(ii)   E-Learning
This section of the Education ICT Policy would outline policy matters relating to the development and management of e-learning materials and identification of suitable platforms to enable educational information dissemination between teacher to teacher, teacher to learners, and interactions between teachers, learners and the developed curriculums. The section would also incorporate methods of teaching and learning delivery and how assessments would be undertaken.

(iii)   ICT Network Infrastructure
This section of the Education ICT Policy would outline policy matters relating to the acquisition, implementation and management of suitable ICT Network Infrastructure to support educational service delivery.

(iv)   Shared Services
This section of the Education ICT Policy would outline policy matters relating to implementation, deployment and utilisation of shared services such as internet services, outlook,

skype for business, the addition of users and removal of users on the Local Area Network environment and Ministry of Education website management.

(v)   Enterprise Resource Planning and Application Systems
This section of the Education ICT Policy would outline Policy matters relating to the design, development, implementation and management of educational management information systems and appropriate enterprise resource planning used for financial management.

(vi)   Data Management
This section of the Education ICT Policy would outline policy matters relating to the development and implementation of Colleges of Education and Schools related data analysis and their appropriate feedback mechanisms.

(vii)   Monitoring and Evaluation
This section of the Education ICT Policy would outline policy matters relating to the monitoring and evaluation of specific educational resources and indicators for improved access and performance in educational services provision.

(viii)   Disaster Management
This section of the Education ICT Policy would outline policy matters relating to storage, retrieval and protection of education data in case of a system failure or in an event where there was a disaster.

Committee's Observations and Recommendations
The Committee takes note of the response given by the Executive and resolves to await the final launch of the Education ICT Policy.

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

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

(i)   Non-deployment of Enough Government Teachers in Community Schools
The previous Committee had observed that most community schools did not have enough Government teachers. The Committee had recommended that the Government should institute a deliberate policy to provide qualified Government teachers at all community schools.
In response, the Government had noted the Committee's recommendation and confirmed that a deliberate effort was being made to deploy qualified Government teachers at all community schools.

The Committee had resolved to await a progress report on what deliberate efforts had been put in place to deploy enough qualified Government teachers to community schools which had been

absorbed by the Government. The Committee had also sought an update on the number of qualified teachers who had been deployed to these schools in the year under review.

It was stated in the previous Action-Taken Report that the Ministry of Education only deployed teachers to schools that had staff establishments. Once teachers were deployed, the provincial office may decide to redirect some teachers to community schools that did not have staff establishments but had a shortage of teachers.

The Committee took note of the response given by the Executive and resolved to await a progress report on the deployment of enough Government teachers to community schools.

It was reported in the previous Action-Taken Report that once the authority for recruitment and deployment of teachers was given, teachers would be deployed to the Government Aided Community Schools.

The Committee had taken note of the response given by the Executive and resolved to await a progress report on the recruitment and deployment of teachers in community schools.

Executive's Response
It was reported in the latest Action-Taken Report that the Ministry of Education was experiencing a shortage of teachers in the public schools. This made it a challenge to deploy the required number of teachers to community schools. Nonetheless, the Ministry would continue to attach teachers to community schools and aided mission schools.

In addition, it was reported that the Treasury remained committed to promoting equality in the provision and access to quality education in Zambia. In the 2021 fiscal year, Treasury authority had been given to the Ministry of Education to recruit a total of 1,270 teachers and other related staff that were key in the provision of quality education to the learners. The Ministry of Education would consider deploying some of the newly recruited teachers to community schools within the granted Treasury authority**.**

Committee's Observations and Recommendations
The Committee takes note of the response and resolves to await a progress report on the deployment of enough qualified Government teachers to community schools which had been absorbed by the Government.
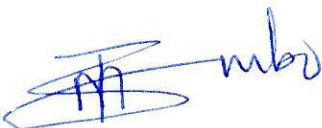
12.0 CONCLUSION

Given the prominent and critical role of girls and women in the development agenda of the country, it is imperative that the Zambian education system fully implements the School Re-entry Policy.

It became apparent in the course of this study that most of the schools in the country are reluctantly implementing the School Re-entry Policy. Some faith-based schools could not implement the Policy, as they argued that the Policy was promoting immorality and sin.

Other hindrances in the implementation of the School Re-Entry Policy included lack of sensitisation on the School Re-entry Policy; lack of trained staff to offer guidance and counselling services; and non-availability of safe houses to support the girls and their babies during their time in school.

The Committee on Education, Science and Technology has made some far reaching recommendations on the topical issue. Therefore, the Committee is confident that the Executive will act upon the findings and the recommendations contained in its Report as the country strives to achieve better outcomes from the education system vis-a-vis implementation of the School Re-entry Policy.

Finally, the Committee expresses its gratitude to the Honourable Madam Speaker and the Clerk of the National Assembly for the guidance and services rendered to it throughout its deliberations. Gratitude also goes to the stakeholders for their oral and written submissions.

Mr Twaambo Elvis Mutinta, MP   June, 2022
CHAIRPERSON   **LUSAKA**

APPENDIX I – LIST OF NATIONAL ASSEMBLY OFFICIALS

Mr F Nabulyato, Acting Principal Clerk of Committees (SC)
Mrs C K Mumba, Acting Deputy Principal Clerk of Committees (SC)
Ms A M Banda, Senior Committee Clerk (SC)
Mr E Chilongu, Committee Clerk
Ms E Njobvu, Typist
Mr D Lupiya, Committee Assistant
Mr M Chikome,Committee Assistant
Mr M Kantumoya, Parliamentary Messenger

APPENDIX II – LIST OF STAKEHOLDERS

Ministry of Education
Ms N Muneku, Permanent Secretary (Administration)
Mr N Chikwenya, Director (Planning)
Mr W C Kaputo, Coordinator (Keep Girls in School Programme)
Mr C Kabwe, Parliamentary Liaison Officer

Ministry of Youth, Sport and Arts
Mr C Kangwa, Permanent Secretary
Mr M Chibuye, Director (Finance)
Ms W C Kampyongo, Chief Planner
Ms N Chiwaya, Planner

Ministry of Community Development and Social Services
Ms B Moya, Director, Child Development
Ms G Tonga, Assistant Director (Human Resource and Administration)
Mr J Mwamba, Acting Chief Planner
Mr E Sichembe, Planner

House of Chiefs
His Royal Highness Senior Chief Ishindi
His Royal Highness Chief Kaputa, Chief
Ms J K Mulenga, Clerk of House of Chiefs
Ms G Chasaya, Committee Clerk, House of Chiefs

Zambia National Education Coalition
Mr M Phiri, Vice Chairperson
Ms P M K Mungambata, Advocacy and Communications Officer
Mr A M Nsama, Programmes Assistant

Zambia Open Community Schools
Ms C Muma, Executive Director
Mr H Swazi, Manager Educate a Child
Ms P Sibeene, Research and Advocacy Manager
Mr P Muzyamba, Resource Mobilisation Manager
Mr E Dube, Media nad Communications Officer

Zambia National Union of Teachers
Mr N Bubala, General Secretary
Ms C Nampasa, Deputy General Secretary
Mr A Lungu, Director (Human Resource and Administration)
Mr L Zimba, Director (Finance)
Mr A Phiri, Deputy Director (Research)
Mr G Maseka, Deputy Director (Public Relations)

Secondary Schools Teachers' Union of Zambia
Mr Mr S Wamuyuwa, General Secreatry
Mr W Muntengwa, Public Relations Officer
Mr E Daka, Public Relations Officer

Zambia Institute for Policy Analysis and Research
Mr H Mpuku, Director
Mr S Sihubwa, Researcher
Mr M Bwalya, Researcher
Ms M Nyambe, Researcher

Campaign for Female Education
Ms N I Malipande, National Director
Ms D Kasanda, Executive Advisor

Young Women Christian Association
Ms M M Mwiinga, Executive Director
Ms M S Simushi, Programmes Manager
Ms B Siamasuku, Project Manager
Mr D Shula, DREAMS Coordinator

Forum for African Women Educationists Zambia
 Mr G Kanchele, Executive Director
Ms F S Minja, Programmes Manager

Plan International Zambia
Mr J Pimundu, Country Director
Ms B Malitu, Head of Programmes
Ms A Chibwe, Influencing Speciality
Mr E C Malyangu, Media Officer

 Zambia Conference of Catholic Bishops
Ms G M Zulu, Education Secretary

Evangelical Fellowship of Zambia
Mr A Mwenda, Executive Director
Mr G Kayamba, Director