HIGHER EDUCATION AUTHORITY

"Ensuring Quality in Higher Education"

THE STATE OF HIGHER EDUCATION IN ZAMBIA

2019

5 Decades of University Education

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THE STATE OF HIGHER EDUCATION IN ZAMBIA 2019

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FOREWORD

Mrs. Kayula Siame
Permanent Secretary
MINISTRY OF HIGHER EDUCATION

Zambia's higher education has been in transition since 1965 when the first university was established. Today, the higher education sector has more than 60 universities offering Learning Programmes at various levels. This increase in the number of universities represents significant strides that have been made by the country to improve access to higher education. For the Government, and the Ministry of Higher Education, in particular, this is important because of the value it attaches to higher education. Higher education is the means for developing critical human resources required to foster innovation and drive the country's industrialisation agenda as articulated in various national policy and planning instruments such as the Seventh National Development Plan (7NDP) and Vision 2030.

Despite these significant strides, there has been no comprehensive documentation on the size, shape and performance of the sector over the past decades. Taking stock and interrogating these issues is necessary in order to identify areas of strength and weakness that may need review, improvement or a complete overhaul. This is in order to develop a robust higher education system that is reflective of the aspirations of the country and relevant to the 21st Century. In this regard, this State of Higher Education Report: 5 Decades of University Education, represents an important milestone in responding to this need. Specifically, the report responds to the need to provide annual reliable statistics and a platform for discussing emerging issues in higher education. This need, to a large extent, forms the basis of the objectives of the State of Higher Education Report and has served to inform the publication of the 2019 report.

The publication of this report is backed by the Higher Education Act No 4 of 2013 which requires the Higher Education Authority (HEA) to publish, on an annual basis, the State of Higher Education Report. The implication of this legal requirement is that the State of Higher Education Report will be an annual feature on HEA's calendar.

The State of Higher Education Report 2019 sets the tone for subsequent publications that will be undertaken by the Authority. Thus, as a maiden report, it gives insights into the development of the higher education sector since independence and provides vital statistics on the size and shape of the higher education sector in relation to enrolments, Learning Programmes offered, staffing and research being undertaken in the sector. The findings of the report have significant policy implications which the Ministry of Higher Education (MoHE) will take into consideration in its policy implementation and review initiatives.

EXECUTIVE SUMMARY

Prof. Stephen Simukanga
Director General
HIGHER EDUCATION AUTHORITY

The State of Higher Education Report 2019, under the theme: 5 Decades of University Education, examines the major developments in the higher education sector since independence. The report looks at legal reforms in the sector, emerging issues and vital statistics. The report is based on various sources of data that include a survey of universities, interviews and policy documents.

The origins of higher education in Zambia can be traced back to 1965 when the country 's first public university, University of Zambia, was established in Lusaka. The university operated for 21 years before a second university, Copperbelt University, was established on the Copperbelt Province in 1987. Until 1992, the two (2) public universities operated within a restrictive legal regime that did not allow for private sector participation in the delivery of university education.

However, with Zambia's growing population driving demand for higher education whilst access was limited to only 2 public universities, the country instituted new legal reforms aimed at opening up the sector to private sector participation. These reforms, codified in the 1992 University Act, signified a major shift from a state-centric higher education system to multi-actor system. These reforms were taken within the broader context of economic liberalisation policies that sought to increase private sector participation in various spheres of the country's economy.

A decade later, the University Act was repealed and replaced with the Higher Education Act of 2013 that provided for the establishment of the Higher Education Authority (HEA) as an external quality assurance and regulatory agency for the higher education sector. The Authority's work has largely focused on registration of private higher education institutions, accreditation of Learning Programmes, institutional audits and development of various standards to guide these quality assurance processes.

The liberalisation of the higher education sector has been highly instrumental in driving higher education expansion in the country in terms of the proliferation of universities and the increase in enrolments and graduation rates. Thus, while in 1966 the country had a single university with only 3000 students, in 2019 there were fifty-four (54) private universities and nine (9) public universities with a total enrolment of 119,272 in various undergraduate and Postgraduate Learning Programmes. While, undoubtedly, Zambia's higher education sector is experiencing tremendous quantitative growth, this report raises a number of concerns about this growth. Included among these are the poor staffing situation in universities, low research outputs and a disproportionately low number of Science and Engineering Learning Programmes being offered by the sector. These concerns require urgent policy interventions in order to ensure the sector delivers quality education and remains relevant to the needs of the country.

ACKNOWLEDGEMENTS

The State of Higher Education Report 2019: 5 Decades of University Education, was made possible by the efforts of various stakeholders who contributed to it by providing, collecting and entering data. Gratitude is extended to those who authored and edited the report. The Authority would like to appreciate, in particular, all universities that participated in the survey, all eminent scholars that acted as key informants, the Board, Management and Staff of the Authority for their tireless efforts in ensuring that this report was produced. Further, the Authority wishes to thank the Ministry of Higher Education (MoHE) for its support in the production of this report.

7NDP	Seventh National Development Plan
CBU	Copperbelt University
HEA	Higher Education Authority
HEI	Higher Education Institution
IAPRI	Indaba Agricultural Policy Research Institute
ICTs	Information and Communication Technologies
ISCED	International Standard Classification of Education
MoHE	Ministry of Higher Education
MPhil	Master of Philosophy
NGO	Non-Governmental Organisation
NISTCO	National-Inservice Teachers College
PG	Postgraduate
PhD	Doctor of Philosophy
SADC	Southern African Development Community
SJR	SCImago Journal Ranking
STEM	Science, Technology, Engineering and Mathematics
THE	Times Higher Education
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNZA	University of Zambia
ZARI	Zambia Agricultural Research Institute
ZIT	Zambia Institute of Technology

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CHAPTER ONE

OVERVIEW

1.1 Introduction

Since the establishment of the first public university in 1966, Zambia's higher education sector has grown both in number and diversity of universities. In 2019, besides the University of Zambia (UNZA), the country had eight (8) other public universities and 54 private universities. The Universities, which varied in sizes and offered diverse Learning Programmes, were spread across seven (7) of the ten (10) provinces of Zambia. These were Lusaka, Copperbelt, Muchinga, Central, Eastern, Western and Southern Province.

While there is no doubt that the country's higher education sector has significantly grown over the past five (5) decades, a lot has remained unknown about the sector. In particular, various aspects of universities including enrolment rates, staffing levels, the number and type of Learning Programmes offered by the sector and research performance remain unknown. This is largely due to fact that in the past, there has been no deliberate and systematic attempt to collect and analyse statistical and qualitative data on the country's higher education sector.

The consequences of the lack of reliable data on a sector such as higher education can be dire for its development. Without reliable data, it is impossible to effectively formulate appropriate policies and to allocate resources to the sector in an efficient and fair manner. In this regard, this report on the status of higher education in Zambia, is a response to the need for such data. As the maiden State of Higher Education Report, the report will aim at filling the existing information gap by providing an overview of the higher education sector with particular focus on its evolution and current state.

1.2 Sources of Data for the Report

The report is based on both secondary and primary sources of data. Secondary data used in the report include archival records on higher education in Zambia, policy documents, institutional audit reports and annual reports of selected universities. Primary data was collected through a questionnaire survey and interviews with key actors in the sector. Among the actors targeted for interviews were: veteran academics, representatives of professional bodies, Vice-Chancellors of selected universities and government departments involved in education.

HEA Director General, Professor Stephen Simukanga (centre-left), has a conversation with the Founding President of the Republic of Zambia, Dr. Kenneth David Kaunda (centre-right), at his residence at State Lodge in Lusaka as part of data collection for the State of Higher Education Report 2019.

Professor Simukanga (L) interviews the former Honourable Minister of Higher Education, Professor Nkandu Luo, MP., in her office in Lusaka at her current Ministry, the Ministry of Fisheries and Livestock, as part of data collection for the State of Higher Education Report 2019.

HEA Senior Standards and Research Officer, Mr. Denny Nsokolo, interviews Dr. Mutumba Bull, as part of data collection for the State of Higher Education Report 2019.

HEA Manager for Standards, Research and Institutional Audits, Dr. Orleans Mfune, interviews Professor Robert Kelly, as part of data collection for the State of Higher Education Report 2019.

1.3 Structure of the Report

In line with the objectives guiding the development of the annual State of Higher Education Report, the 2019 report focuses, among other things, on addressing the following questions:

a) How has university education in Zambia evolved since independence?
b) What is the shape and size of Zambia's university education sector?
c) How well have Zambian research institutions positioned themselves to fulfil research functions?

Based on these questions, the second chapter focuses on the evolution of university education in Zambia in the context of the various legal reforms undertaken since independence. It shows how legal reforms have shaped Zambia's higher education, from a state-centric sector in the first three (3) decades of independence, where the state was the only actor allowed to universities, to a more pluralistic sector in the past two (2) decades. University education landscape today reflects a highly diversified sector with various types of actors involved such as private firms and various faith-based organisations (FBOs).

In the third chapter, the report showcases new developments in the sector that have an important bearing on the operations of universities and the academic community. The chapter, in particular, provides insight into the development of a classification system for universities in the country and the adoption of a harmonised academic ranks and titles classification system.

While the focus of the second and third chapters shed light on historical and new developments in higher education in the country, the fourth chapter focuses on the

shape and size of the university education sector in Zambia. In particular, the chapter examines vital statistics such as the number of students enrolled in the universities, the type of Learning Programmes offered by institutions, staffing levels and gender dimensions of these statistics. In general, the chapter draws attention to the core business of universities, highlighting the diversity of Learning Programmes offered and the human resource available to support teaching and learning.

Chapter five and six form the last parts of The State of Higher Education Report. Chapter five critically examines the performance of the higher education sector in research. In particular, it focuses on the role of universities in knowledge production, the type of research institutions that make up the country's research landscape and the performance of universities in research, measured in terms of publication outputs.
Chapter six, which is the conclusion of the report, reflects on key issues highlighted in the report and attempts to frame a coherent picture of the state of university education. In particular, it refocuses attention on the limitations of the diversity that characterise the sector, the staffing situation in universities and the state of research in the country. The chapter ends with policy suggestions to address some of the challenges facing universities.

CHAPTER TWO

DEVELOPMENT OF UNIVERSITY EDUCATION IN ZAMBIA

2.1 Introduction

This chapter elucidates the policy and legal reforms, and the impact thereof, in the provision of university education in Zambia since political independence in 1964. Policy reforms brought about specific legal changes that had significant implications on the development of university education in the country. The evolution of the university education landscape in Zambia was underpinned by four (4) landmark legal reforms undertaken between 1964 and 2013.

The chapter is in five sections in a chronological order of the legal reforms: from independence era through the various epochs up to the establishment of the higher education regulation mechanisms in the year 2013. The impact of the reforms will be highlighted for the periods up to the year 2019.

2.2 Independence Era: The Establishment of the University of Zambia

Zambia became independent on 24th October, 1964. At that time, it was estimated that the country had about a hundred Zambian university graduates. These were not enough to take up the various industrial and social responsibilities that the nation needed in order to manage the economy. The economy was mainly anchored on copper mining and agriculture among other small-scale ventures. The nation needed to build its base of social services such as health and education among other service provisions. Owing to the fact that the Federation of Rhodesia and Nyasaland had concentrated social services, including higher education, in Southern Rhodesia, the few Zambians that had attained university level education had studied at Southern Rhodesia's University of Salisbury, whilst others studied in Europe.

It is important to note that at independence, higher education was largely seen as an instrument for developing indigenous human resources to drive the development of the post-colonial economy and to address the racially induced inequalities that permeated all sectors of the economy. These inequalities were well reflected in the education sector where the minority white population was generally more educated than the majority indigenous or 'native' population. Similarly, in the industrial sector, most firms where generally controlled and managed by white expatriates. As a response to this situation, higher education policy was constructed within a broader national "Zambianisation" agenda that sought to close racial gaps and replace expatriate labour with Zambians.

In order to build accessible and local university education, the Zambian Government enacted the University of Zambia Act of 1965. This Act established the University of Zambia (UNZA) as the first and only public university. The university first operated at the Oppenheimer Institute of Social Studies (now Ridgeway campus). The university enrolled its first students in 1966 before opening a second campus along Great East Road. President Kenneth David Kaunda, the first President of Zambia, was its first Chancellor.

For 21 years, UNZA was the only public university and, as such, it admitted almost all Zambian students who attained school certificates of Divisions I and II.

Dr. Kenneth David Kaunda, UNZA's first Chancellor and the first President of the Republic of Zambia, lays a foundation stone of the University of Zambia at the permanent campus site in 1966. Photo Courtesy: Audio-Visual Unit of the Ministry of Higher Education (MoHE).

However, with the growth of the secondary school sector in tandem with a growing population of the country, and in the wake of the growing economy, there was a need to expand access to university education. There was also a need to expand the scope of areas of study to include technical and commercial studies. The Government, therefore, decided to open up university education provision beyond UNZA's 2 campuses. The major intention was to open another university.

But due to the short comings of the University of Zambia Act of 1965, it was decided that another UNZA campus should be opened on the Copperbelt under a federal administrative system. In the absence of ready infrastructure in Ndola, Kitwe was identified as the place for the temporary operations of the new campus at an existing institution, which would later on be relocated to the intended premises after construction was completed.

The UNZA Ndola Campus was opened in 1978. This campus operated at the premises of a then already existing and operating Zambia Institute of Technology (ZIT), which offered Learning Programmes up to Diploma level of education in commercial,

secretarial and technological areas of study. It was envisioned that the actual Ndola Campus would be built in Ndola. The university was established to offer technological and vocation education programmes.

2.3 Establishment of the Copperbelt University

The opening of UNZA's Ndola Campus expanded the enrolment of the university. Through that campus, UNZA could offer degree programmes in accountancy, business and commercial studies as well as some artisan programmes in Engineering and Architecture.

In the quest to expand university education, the Government deemed it necessary to reduce the university of Zambia administrative structure and establish a totally separate university. This led to the repeal of the University of Zambia Act of 1965 and the enactment of two University Acts No 19 and No 20 of 1987 that brought about University of Zambia and the Copperbelt University, each with its own university Council and management.

2.4 Liberalisation of the higher education sector

One of the economic milestones of Zambia's history was the liberalisation of the economy that dawned with the return to a multiparty dispensation in 1991. The Government opened up the provision of higher education to the private sector. The two (2) University Acts of 1987 were repealed and replaced with the University Act No. 26 of 1992, referred to as the 1992 Act, which provided for the establishment of private universities.

In order to strengthen quality assurance, the Government sought to provide for affiliation of private universities and colleges to public universities. The Government, therefore, repealed the 1992 Act and replaced it with the University Act No11 of 1999. The 1999 Act provided for affiliation of private universities and any other colleges to public universities. The private universities were required, through this 1999 Act, to affiliate with established public universities as part of the criteria for registration. Through the 1999 Act, the first private university to be established was Cavendish University. This was followed by Zambian Open University which was registered in 2002

ZAOU's first campus in 2002 located at Waterfalls in Lusaka. Image Courtesy of Prof. Dickson Mwika Mwansa, Zambia Open University.

Public Universities also increased, with the establishment of the third one, Mulungushi University in 2008. By 2015 there were three public and 35 private universities all under the terms of the 1999 Act.

The demand for university education continued to grow for various reasons. Among the reasons were: the growing population in the country; and the high investment in primary and secondary education which resulted in more secondary school graduates in search of places in higher education. Due to the growth in demand, there was need for the Government to provide for increased access to university education through establishment of more public universities. In addition, there was increased interest to provide higher education by the private actors.
As these developments took place there was no national quality assurance framework. Quality assurance was under the preserve of the institutions' internal mechanisms through their senates.

2.5 Establishment of Higher Education Regulatory Mechanism

In the wake of increasing higher HEIs, the Government and the public began to lose confidence in the quality of higher education in the country. This was aggravated by the absence of a national external quality assurance mechanism other than the institutions' internal senate functions. In order to address this concern, the government repealed the 1999 Act and replaced it with the Higher Education Act Number 4 of 2013. The 2013 Act provided for:

> "the establishment of the Higher Education Authority and define its functions and powers; provide for quality assurance and quality promotion in higher education; provide for the establishment, governance and regulation of public higher education institutions; provide for the registration and regulation of private higher education institutions; repeal and replace the University Act, 1999; and provide for matters connected with, or incidental to, the foregoing."

The Higher Education Authority (HEA) was established as a regulatory body with the mandate to regulate and monitor standards in HEIs in order to ensure quality services and contribute to the enhancement of human capital and accelerated national development.

The functions of the Authority as provided for in Part II Section 6 (1) of the Act are outlined below:

1. advise the Minister on any aspect of higher education;
2. develop and recommend policy on higher education, including the establishment of public higher education institutions and the registration of private higher education institutions;
3. establish a coordinated higher education system which promotes corporate governance and provides for a programme based higher education;
4. regulate higher education institutions and coordinate the development of higher education;
5. promote quality assurance in higher education;
6. audit the quality assurance mechanisms of higher education;
7. restructure and transform higher education institutions and programmes to be responsive to the human resource, economic and development needs of the Republic;
8. promote the access of students to higher education institutions;
9. design and recommend an institutional quality assurance system for higher education institutions, and recommend to the Minister institutional quality

assurance standards for—

a. the establishment, standardisation and registration of higher education institutions, including
b. standards of plant and equipment;
c. the preparation and amendment of statutes;
d. the development of curricula;
e. libraries, laboratories, workshops and other facilities; and
f. student transfers between academic programmes among higher education institutions;

10. advise the Minister on the funding arrangements for public higher education institutions;
11. advise the Minister on staff development for higher education;
12. promote equity in access to higher education through the provision of student assistance programmes;
13. promote international cooperation and facilitate exchange through the provision of student assistance research and teaching; and,
14. do all such things as are necessary or conducive for the achievement of the purposes of this Act.

In addition to the aforementioned functions, the Statutory Instrument No. 25 of 2016 was issued to provide for the accreditation of Learning Programmes function.
HEA started implementing the Higher Education Act of 2013 after inauguration of its Board in 2015. However, the first Director General was employed in January 2016 as the first full time employee. The first major activities were development of policies, tools and regulations for registration of private Higher Education Institutions, audits and inspections of HEIs, accreditation of Learning Programmes for both private and public HEIs as discussed below.

2.6 Establishment of Universities

The Higher Education Act No. 4 of 2013 provided for registration of private universities and establishment of public universities. Public universities can be established by the Government through the Minister by way of statutory instrument as provided for in Part IV, Division 1, Section 14(1) of the Act. Private universities can only be established by way of registration by HEA as provided for in Part IV, Division 2, Section 16.

2.6.1 Establishment of Public Universities from 2013 - 2019

In response to the increasing demand for higher education, the Government of the Republic of Zambia upgraded some colleges of education to universities through various Statutory Instruments. Chalimbana National-Inservice Teachers College (NISTCO) was upgraded to Chalimbana University through Statutory Instrument No. 110 of 2013; Kwame Nkrumah College of Education became Kwame Nkrumah University through Statutory Instrument No. 107 of 2013; and, Copperbelt Secondary Teachers' College became Mukuba University through Statutory Instrument No. 108 of 2013.

An additional university was established in Muchinga Province named Robert Kapasa Makasa University which was being operated by the Copperbelt University as at the end of 2019. In Lusaka Province, other universities were established, namely, Levy Mwanawasa Medical University through Statutory Instrument Number 39 of 2018 and Palabana University through Statutory Instrument Number 69 of 2019. These

Robert Kapasa Makasa University, Chinsali. Photo Courtesy: Zambia Daily Mail (http://www.daily-mail.co.zm/kapasa-makasa-university-must-stir-excellence/).

2.6.2 Registration of Private Universities 2013 - 2019

In accordance with the Higher Education Act No.4 of 2013, HEA developed policies, regulations and guidelines to guide the process of registration of private universities. In addition, the registration criteria were developed based on local context and international benchmarking. Consequently, in 2015, all the 35 universities that had been registered under the 1999 Act were required to reapply for registration using the new guidelines. 3 of the 35 universities did not meet the requirements hence were not re-registered.

The demand for registration of new private universities continued to rise such that by the end of first quarter of 2017, 58 private universities had been registered. By the end of June 2019, 60 private universities were registered. However, by the end of 2019, this number had dropped to 54 due to the deregistration of some universities.

Lusaka Apex Medical University's Kasama Road Campus, Lusaka. Photo courtesy: Lusaka Apex Medical University.

UNICAF University Zambia's Lusaka Campus in Mass Media area. Photo Courtesy: UNICAF.

University of Lusaka's Silverest Campus in Lusaka. The university currently has 2 campuses in Lusaka, including the Pioneer Main Campus in Mass Media area. Photo Courtesy: University of Lusaka.

Rusangu University's Main Campus in Monze. The university has 2 other campuses located in Lusaka and the Copperbelt. Photo Courtesy: Rusangu University.

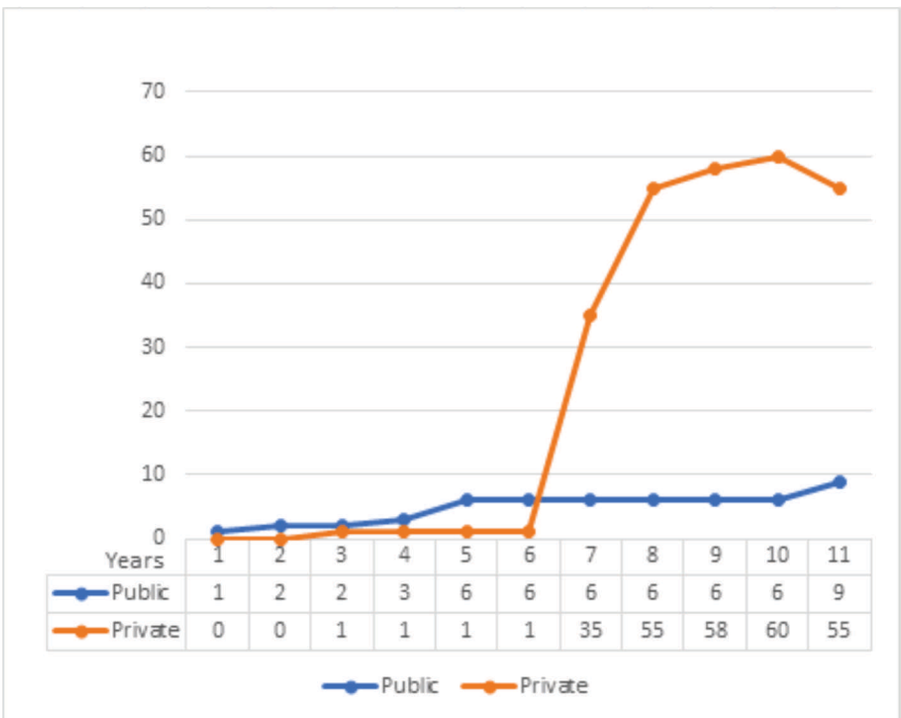
Texila American University's Lake Road Campus in Lusaka. The university currently has 2 campuses in Lusaka. Photo Courtesy: Texila American University.

Cavendish University's Longacres Campus in Lusaka. Cavendish currently has 2 campuses in Lusaka, Longacres Campus and the Main Campus along Great North Road. Photo Courtesy: Cavendish University.

2.7 Surveillances, Inspections and Institutional Audits

HEA's functions, apart from those articulated in the preceding section, include compliance monitoring through surveillances, inspections and institutional audits. The Higher Education Act No.4 of 2013 Section 15 (1) states, "a person shall not operate a private higher education institution unless the private higher education institution is registered under this Act". Therefore, HEA carries out surveillances to ensure that there are no institutions operating illegally. A number of surveillances have been undertaken to identify and stop unregistered institutions from operating. In addition, HEA carries out inspections and institutional audits to monitor compliance to the standards and quality of higher education.

As a result of the surveillances, inspections and institutional audits, between 2018 and 2019, a total of 8 universities were deregistered in accordance with the Act. Figure 2.1 shows the trend in the development of universities from 1966 to 2019.



Year 1	1966
Year 2	1987
Year 3	2002
Year 4	2003
Year 5	2008
Year 6	2014
Year 7	2015
Year 8	2016
Year 9	2017
Year10	2018
Year11	2019

Figure 2.1: Growth of Public and Private Universities (1966 – 2019)

In accordance with the Higher Education Act, the registered universities are gazetted and published during the first quarter of every year in order to keep the public informed.

2.8 Accreditation of Learning Programmes

The Higher Education Act Number 4 of 2013 defines accreditation as "the evaluation and recognition of Learning Programmes to ensure that they meet the necessary quality requirements." The Zambian Law through the Statutory Instrument No.25 of 2016, further makes it illegal for any higher education institution, whether public or private, to offer any learning programme for which it is not accredited.

HEA started the accreditation of Learning Programmes in 2017 after developing the accreditation guidelines, template and tools. Universities were sensitised and oriented on the use of the template for submission of Learning Programmes for accreditation. Being a collegial activity, programme evaluators were identified from academics among the universities, professionals from professional bodies and industry. These were trained on the tools and the process of accreditation. However, due to lack of experts in some fields of study, some evaluators had to be outsourced from other countries, including South Africa and Zimbabwe.

By the end of December 2019, a total of 603 LPs had been evaluated. Out of these, 442 were accredited and 161 were rejected. Nonetheless, the accreditation process is ongoing and, in accordance with Higher Education Act, accredited Learning Programmes are gazetted and published in a daily newspaper of general circulation during the first quarter of every year for the information of the public.

2.9 Capacity Building in Quality Assurance

From the discussion in this chapter, it can be seen that external quality assurance

through a regulatory body is in its infancy in the country. There is need, therefore, for continuous capacity building in both the Higher Education Institutions and HEA in order to ensure sustained internal and external quality assurance in university education. The two mechanisms, that is internal by the universities themselves and external by HEA make quality assurance sustainable and effective.

HEA hosted a National Seminar on Enhancement of Quality Management in Higher Education Institutions in Zambia 24th – 25th July, 2019, at Golden Peacock Hotel in Lusaka.

CHAPTER THREE

NEW DEVELOPMENTS IN UNIVERSITY EDUCATION

3.1 Introduction

The aim of this chapter is to highlight new developments in the country's university education sector that have implications on the operations of universities and the academic community. The chapter is divided into two parts. First, the chapter discusses the development and implementation of a classification system for universities. In the second part, the focus is on the academic ranks classification system adopted by the Higher Education Authority for use by universities and research institutions.

3.2 Classification of Universities

One of the key functions of the Higher Education Authority outlined in the Higher Education Act No. 4 of 2013 is to coordinate the development of higher education in Zambia. This entails facilitating the establishment of a well-organised system of higher education that is responsive to the human resource, economic and development needs of the country. Among the tools that have been adopted by the Authority to achieve this function is the development of a classification system for universities.

The classification system, which is provided for in Statutory Instrument No. 25 of 2016, allows HEA to group universities into classes based on their capabilities in research and innovation, teaching and learning. The goal of the classification system is to provide a basis for guiding students and the public on the level of education that can be offered by a university based on its human resources, physical infrastructure, technological infrastructure, financial resources and research capacity. The classification system is meant to be a quality assurance tool that instils confidence in the public on the ability of a university's ability to offer any type of education falling within the classification in which it has been registered.

3.2.1 Objectives of Classification

1. To provide a platform for categorising universities based on their capabilities in teaching, learning, research and innovation
2. To provide information to the public and prospective students on the level of education that a university can offer
3. To promote continuous quality improvement in service delivery among universities.

3.2.2 Classification System

The HEA classification system will comprise four (4) tiers. In order to classify universities into these tiers, the Authority will rely on a set of criteria that comprises core-requirements and accompanying quality standards that universities must meet. These requirements are provided for in Statutory No. 25 of 2016 and include: adequate staffing capacity to support teaching and learning; research capacity; adequate infrastructure and financial resources to support teaching and research. Table 3.1 provides a description of each tier and its entitlements.

Category	Tier Description	Tier Entitlements
Tier 1 ***ZQF 10*** **Institutions**	A university in this category is a research intensive HEI with a well - recognised research culture and with capacity to offer research degrees such as Doctor of Philosophy (PhD), Master of Philosophy (MPhil) and Master's by research. It is expected that such an HEI should have: ➢ adequate qualified academic staff able to teach, undertake and supervise research up to PhD level. ➢ staff with PhD and senior academics (senior lecturer to professor level), with research and peer reviewed publication records. ➢ adequate physical infrastructure and facilities to support research, teaching and learning up to doctoral level.	An Institution in this tier can offer Learning Programmes up to doctorate level (from ZQF 5 to 10) and can establish graduate schools to achieve this purpose.
Tier 2 ***ZQF9*** **Institutions**	An HEI in this category is active in research and has capacity to offer Postgraduate education up to Master's level. It is expected that such an HEI would have: ➢ adequate qualified staff able to teach and undertake research and supervise Postgraduate students up to Master's degree level. ➢ staff with PhD with traceable research and publication records ➢ adequate infrastructure and facilities to support research, teaching and learning up to Master's degree level.	An Institution in this tier ca tegory can offer Learning Programmes up to a Master's degree level (from ZQF 5 to 9)

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Tier 3 ***ZQF*** ***8*** **Institutions**	An HEI in this category has qualified staff and adequate facilities to offer taught programmes at Bachelor's, Honours, Graduate Certificate, Graduate Diploma and undertakes research for these levels. It is expected that such an HEI should have: ➢ adequate qualified staff able to teach up to Graduate Diploma level ➢ adequate infrastructure to support teaching and learning up to Graduate Diploma level.	An institution in this category can offer programmes up to Graduate Diploma (from ZQF 5 to 8)
Tier 4 ***ZQF*** ***7*** **Institutions**	An HEI in this category has qualified staff and adequate facilities to offer undergraduate degrees and Diplomas It is expected that such an HEI should have: ➢ adequate qualified staff able to teach up to Bachelor's level ➢ adequate infrastructure to support teaching and learning up to Bachelor's level	An institution in this category can offer programmes up to Bachelor's degree level (from ZQF 5 to 7)

3.3 Academic Ranks Classification System

Since the liberalisation of Zambia's higher education sector in 1992, the country has operated without a harmonised academic ranking system and a general promotion criterion that espouses the expectations of what society and other actors expect of Zambian academics in terms of research, teaching and community service. Consequently, most HEIs either do not have an academic ranking classification system or have adopted systems that are not in line with acceptable international best practices.

HEA held a Breakfast Meeting with Vice-Chancellors from public and private universities in Zambia on 12th July, 2019, at Golden Peacock Hotel in Lusaka.

In order to address this gap in Zambia's higher education system, HEA has adopted a national academic ranks classification system which was validated at a meeting attended by Vice Chancellors and Registrars of both public and private Universities.

3.3.1 Aims of the National Academic Ranking System

The academic ranks classification system is aimed at categorising academic appointments in higher education institutions into ranks and titles in order to promote teaching and research proficiency. The specific objectives are:

a. To provide a framework for academic career progression in higher education institutions in Zambia
b. To provide a common minimum criterion for appointing and promoting staff to academic ranks.
c. To define general responsibilities and rights of each academic rank in the classification system.
d. To restore and promote quality standards associated with academic ranks
e. To support mobility of academic staff among HEIs, locally and internationally

3.3.2 Academic Ranks and Titles in a University.

The standard academic ranks in universities in Zambia shall be in line with other Commonwealth and Southern African Development Community (SADC) Member States. The senior most rank shall be that of Professor followed by Associate Professor

Table 3.2: University Academic Ranks

Teaching Ranks	Research Ranks
2.1 Professor	2.1 Research Professor
2.2 Associate Professor	2.2 Associate Research Professor
2.3 Senior Lecturer	2.3 Senior Research Fellow/Reader
2.4 Lecturer**	2.4 Research Fellow

*Universities may have to follow similar ranks for library staff and medical consultants considered as academic staff.
** Universities may have a system of categorising Lecturers and Research Fellows, for example, Lecturer/Research Fellow Level A, B or C, if need arises.

3.4 Attributes and Responsibilities of Academic Staff

In adopting the academic ranks provided in Table 3.3, it is anticipated that academic staff will have the following attributes and responsibilities:

Table 3.3: Attributes and Responsibilities of Academic Staff

Rank/Title	Attributes	Responsibilities
Professor	An authority in his/her field of specialisation with a distinguished record of research and scholarly publications in reputable outlets Demonstrated ability to attract competitive research grants An eminent and internationally recognised scholar who attracts research students Distinction in training evidenced by successful supervision of Master's, Doctoral students and post - doctoral researchers Outstanding contributor to teaching Distinguished leadership to the university and the community at large	• Provide academic guidance and mentorship to other members of staff. • Lead the development of research agendas/projects and innovation. • Lead the development and implementation of resource mobilisation strategies in Departments and Schools/Faculties. • Provide leadership in securing res earch grants in Departments/ Schools/ Faculties. • Provide leadership in curriculum development and implementation in Departments and Schools • Foster development of innovative teaching and learning methods. • Lead in the development and review of instructional resources. • Promote the image of theuniversity through public/ community engagement, involvement with professional bodies and presentations at national and international fora. • Supervise higher research degrees and postdoctoral research. • Contribute to management and leadership of the university through committee membership and academic policy development.

Associate Professor	A distinguished scholar in his/her field of specialisation with a good track record of research and scholarly publications in reputable outlets Demonstrated ability to attract research grants A recognised scholar who attracts research students Demonstrated ability to supervise Master's and Doctoral students Notable ability in teaching and training Demonstrated academic leadership Notable ability to provide public/community service	• Provide academic guidance and mentorship to other members of staff. • Facilitate the development of research agendas/projects and innovation. • Provide leadership in securing res earch grants in Departments/ Schools/ Faculties. • Supervise higher research degrees and postdoctoral research. • Provide leadership in curriculum development and implementation in Departments and Schools. • Foster development of innovative teaching and learning methods. • Facilitate the development and review of instructional resources. • Enhance the image of the university through public service, involvement with professional bodies, presentations at national and international conferences. • Contribute to management and leadership of the university through committee membership and academic policy development. • Facilitate development and implementation of resource mobilisation strategies in Departments and Schools.

Senior Lecturer	An expert in his/her field of specialisation evidenced by: • A record of publications and award of research grants. • Successful supervision of both undergraduate and Postgraduate research students • Significant contribution to teaching, university life and public service	• Provide guidance/mentorship to other academic members of staff in developing their capacity in teaching and research. • Contribute to the development of research agendas and securing of research grants in departments/faculties. • Contribute to curriculum development and implementation in departments and school. • Contribute to external bodies including research councils, international organisations, professional bodies and societies. • Supervise students' research at both undergraduate and graduate level. • Contribute to the development of innovative teaching and learning methods·
Lecturer	A scholar with demonstrated competence in his/her field of specialisation evidenced by • Participation in research projects/ research groups/ research networks. • Scholarly publications. • Teaching. • Participation in the life of the university and public service.	• Teach both undergraduate and Postgraduate students and supervise students' research projects • Conduct research and publish in the field of specialisation. • Participate in curriculum development and implementation. • Participate in the development of teaching and learning materials. • Participate in the life of the university through committee membership, course coordination etc. • Participate in the development of inn ovative teaching and learning methods.

"Ensuring Quality in Higher Education"

Visiting Scholar (Lecturer, Senior Lecturer, Associate Professor and Professor)	• This is a scholar from another HEI (locally or internationally) who visits a host HEI and is expected to teach or conduct research at the HEI. • The scholar is expected to have the same attributes as scholars at the host institution within their ranks.	• Responsibilities may be similar to scholars at the host institution. • Specific responsibilities shall be defined by the host institution.
***Adjunct Lecturer**	• Experts from industry or professional practice appointed by the university because of their practical experience or unique skills. • Expert expected to add value to the university through their contribution from an industrial - professional perspective • Have full -time employment outside the university or may have retired from industry and therefore engaged by the HEI on part-time basis	• Teaching undergraduate students in his/her specialist field. • Any other responsibilities to be defined by individual HEIs.
***Adjunct Professor**	• Expert from industry or professional practice appointed by the university because of their long and distinguished service/contribution to the field • Have unique skills or distinguished specialist knowledge • A t op expert expected to add value to the university through their contribution from an industrial-professional perspective • Have full -time employment outside the university or may have retired from industry and therefore engaged by the HEI on part-time basis	• Teaching Postgraduate and undergraduate students in their specialist field • Supervising graduate students in their specialist fields. • Any other responsibilities to be defined by individual HEIs.

**For adjunct positions, the prefix 'adjunct' must be used before the academic title.*

The two classification systems presented in this chapter are part of the HEA's drive to re-organise the higher education sector in order to ensure that the sector is well coordinated and has systems and practices that reflect the country's aspirations for quality higher education. Thus, alongside the academic ranks classification system, the Authority has further facilitated the development of a general promotions criteria for academic staff. This will act as a guide for the development of appointments and promotions policies in universities.

CHAPTER FOUR

UNIVERSITY STATISTICS ON ACADEMIC STAFF AND STUDENTS

4.1 Introduction

This Chapter presents and discusses the 2019 statistics on academic staff, student enrolments and graduations in universities in Zambia. Academic staff play a vital role in the academic process of teaching, learning, research and innovation. The quantity and quality of academic staff have a bearing on an institution's capacity to engage in research, public service and overall contribution to knowledge. The quantity and quality of the teaching staff also have a bearing on the quality of graduates produced by universities. Likewise, students play an important role in the life of the university. This Chapter presents and discusses 2019 statistics on academic staff and student enrolments in both public and private universities in Zambia.

4.2 Academic Staff in Universities

This section presents data on academic staff in universities in Zambia by qualifications and by staff rank. Staff qualifications were categorised into three levels, that is Doctoral qualifications, Master's Degree and Bachelor's Degree holders. Staff ranks were categorised in four levels, that is Professor, Associate Professor, Senior Lecturer and Lecturer.

4.2.1 Academic Staff by Qualifications and Gender

Data presented in this section was collected from 6 public universities and 54 private universities. The 6 public universities were University of Zambia (UNZA), Chalimbana University, Copperbelt University (CBU), Mukuba University, Kwame Nkrumah University and Mulungushi University.

Overall, the number of academic staff in 2019 in both public and registered private universities in Zambia stood at 4,198, out of which 1,681 were in public universities, representing 40% while 2,517 were in private universities, representing 60%. Table 4.1 presents statistics on staff qualifications.

A total of 968 academic staff had PhDs, constituting 23% of the total academic staff. Of those with PhDs, 498 were in public universities, representing 51.4% while 470 were in private universities, representing 48.6% of academic staff with PhDs.

A total of 2,651 academic staff had Master's degrees, constituting 63% of the total academic staff. Of those with Master's degrees, 1,227 were in public universities, while 1,524 were in private universities representing 46% and 54% of academic staff with Master's degrees, respectively.

A total of 579 academic staff had Bachelor's degrees, constituting 14% of the total academic staff, of those with Bachelor's degrees, 56 were in public universities, while 523 were in private universities representing 9.7% and 90.3% of academic staff with Bachelor's degrees, respectively. Academic staff that had Bachelor's degrees were responsible for teaching in various Diploma level programmes.

Table 4.1: Number of Academic Staff in Universities by Qualifications

University Type	Qualification	Male	Female	Total	Proportion (%)
Public Universities	PhD	413	85	498	12
	Master's	803	324	1,127	27
	Bachelor's	37	19	56	1
	Total	**1,253**	**428**	**1681**	**40**
Private Universities	PhD	379	91	470	11
	Master's	1,145	379	1,524	36
	Bachelor's	408	115	523	13
	Total	**1,932**	**585**	**2,517**	**60**
	GRAND TOTAL	**3,185**	**1,013**	**4,198**	**100**

As illustrated in Table 4.1, a total of 968 academic staff were holders of PhDs, out of which 792 were males while 196 were females, translating into 82% and 18% of males and females with PhDs, respectively. Academic staff with Master's degrees were 2,651, out of which 1,948 were males and 703 were females, translating into 73% and 27% of academic staff with Master's, respectively.

At Bachelor's degree level, 579 academic staff had Bachelor's degrees, out of which 445 were males and 134 were females, translating into 77% and 23% of academic staff with Bachelor's degrees, respectively.

In terms of gender, as broken down in Table 4.1, there were 3,185 male academic staff and 1,013 female academic staff in both public and private universities, representing 75.9% and 24.1% of the total staff, respectively. Out of the 3,185 male academic staff, 1,253 were in public universities and 1,932 were in private universities, representing 39% and 61% of male academic staff in universities, respectively. Out of the 1,013 female academic staff, 428 were in public universities and 585 were in private universities, representing 42% and 58% of female academic staff in universities, respectively.

As shown in Figure 4.1, male academic staff dominated at all levels of qualifications, but the gap was widest at Master's level. The gender differences in academic staff qualifications were observed in both public and private universities, however, the gap was widest in private universities where the overall gender gap in academic staff by qualifications was 54% compared to 50% in public universities.

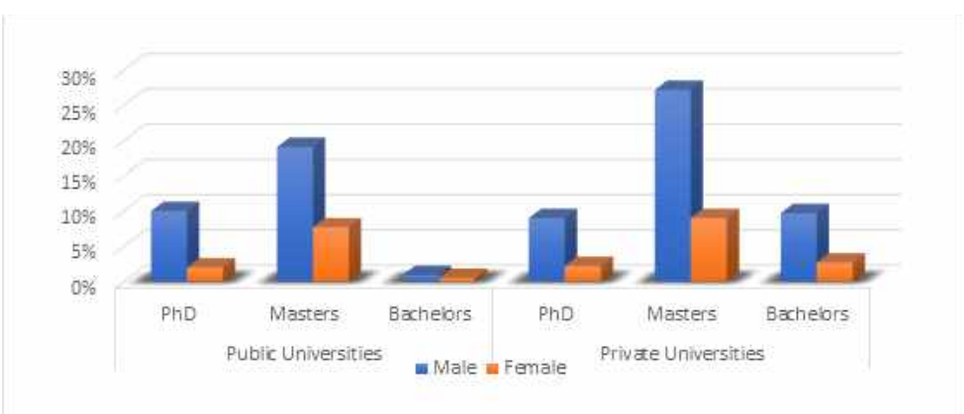

Figure 4.1: Academic Staff by Qualifications and Gender

4.2.2 Academic Staff by Rank and Gender

This section presents information on academic staff by rank, that is Professors, Associate Professors, Senior Lecturers and Lecturers. As has been reported in the preceding section, private universities had more staff than public universities, that is, 60% of the overall academic staff in all universities in Zambia were in private universities. This was not surprising given the high number (54) of private universities compared to six (6) public universities. If anything, this percentage should be higher than this, but the reliance by private universities on part time staff from public universities has kept the figure at this level.

In terms of academic ranks, Professors accounted for a smaller share of academic staff in both public and private universities. In total, there were 131 Professors, which is only 3.1% of the total academic staff in both private and public universities. Associate Professors were 167, representing 4% of the total academic staff while Senior Lecturers were 600, which is 14.2% of the total academic staff. Table 4.2 presents statistics on academic staff by rank and gender.

Table 4.2: Number of Academic Staff in Universities by Rank and Gender

University Type	Rank	Male	Female	Total	%Male	%Female	%Total
Public Universities	Professors	42	2	44	1	0.05	1
	Associate Professors	56	8	64	1.3	0.2	1.5
	Senior Lecturers	149	21	170	3.5	0.5	4
	Lecturers	1,006	397	1,403	24	9.5	33.5
	Total	**1,253**	**428**	**1,681**	**29.8**	**10.25**	**40**
Private Universities	Professors	78	9	87	1.9	0.2	2.1
	Associate Professors	91	12	103	2.2	0.3	2.5
	Senior Lecturers	325	105	430	7.7	2.5	10.2
	Lecturers	1,419	478	1,897	33.8	11.4	45.2
	Total	**1,913**	**604**	**2,517**	**45.6**	**14.4**	**60**
	GRAND TOTAL	**3,166**	**1,032**	**4,198**	**75.5**	**24.5**	**100**

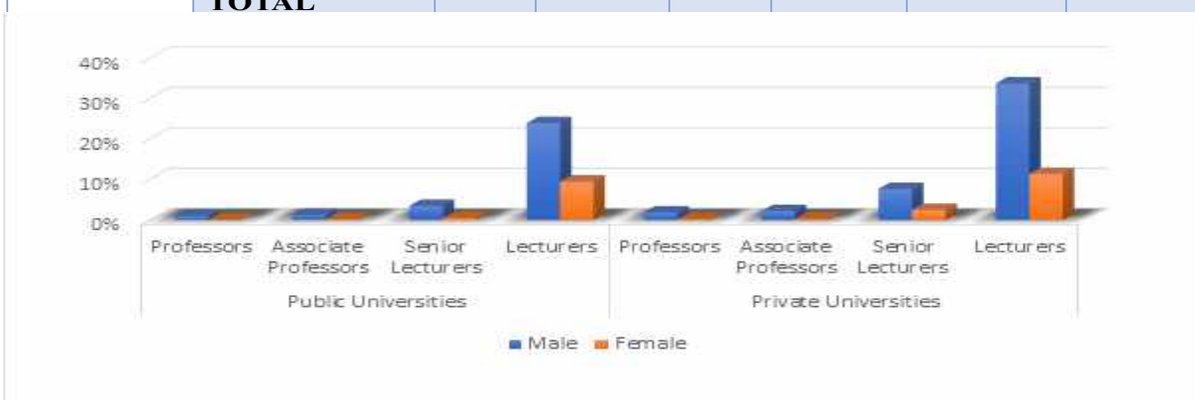

Figure 4.2: Gender Distribution of Academic Ranks

Table 4.2 shows that the majority of academic staff were in the lower rank of Lecturer, accounting for 3,300 or 78.7% of the total academic staff. This signifies a serious gap in terms of academic mentorship and leadership in universities.

In terms of gender, as shown in Table 4.2, male staff dominated in all ranks. Specifically, male professors were120 compared to female Professors who were only

11, representing 92% and 8% of academic staff at Professor level, respectively. At the rank of Associate Professor, there were 147 male Associate Professors while female Associate Professors were 20 translating into 88%and 12% of academic staff at Associate Professor level, respectively. There were 474 male senior lecturers and 126 female Senior Lecturers, translating into 79% and 21% of academic staff at Senior Lecture level, respectively. At the rank of Lecturer, there were more Lecturers at this rank in both private and public universities compared to other ranks, there were 2,425 male Lecturers and 875 females or 73% and 27% of academic staff at Lecturer level in universities in Zambia, respectively.

There were also more male lecturers in senior ranks in both private and public universities indicating gender differentials in academic ranks in universities. However, the gender difference in ranks was more pronounced in private universities than in public universities. Generally, female academic staff were underrepresented in all academic ranks as indicated by Figure 4.2.

Figure 4.2 also shows that private universities had more lecturers in senior ranks, that is, Professors, Associate Professors and Senior Lecturers compared to public universities. This can be attributed to the movement of academic staff at senior level from public universities to private universities where they take up senior academic responsibilities such as Deanships, Deputy Vice Chancellorships and Vice Chancellorships.

4.3 Learning Programmes

Universities in Zambia have continued to develop and offer Learning Programmes in various subject areas to suit the current industrial needs and to respond to national and international requirements. As at the end of 2019, a total of 1,129 Learning Programmes were offered in universities in Zambia. The majority of these programmes were offered in private universities which had 792 Learning Programmes, while 337 Learning Programmes were offered in public universities, representing 70% and 30%, respectively, of Learning Programmes offered by private and public universities in 2019. Table 4.3 presents statistics on Learning Programmes in both public and private universities. Learning Programmes are classified by the International Standard Classification of Education (ISCED). ISCED classifies Learning Programmes and related qualifications by fields of study according to the broad domain, branch or area of content covered. ISCED provides a comprehensive framework for organising Learning Programmes by applying uniform and internationally agreed definitions to facilitate comparisons of education systems across countries. It was adopted by the United Nations Educational, Scientific and Cultural Organisation (UNESCO) General Conference in November, 2011.

It is important to note that these statistics do not include those Learning Programmes which had not enrolled any students at the time of the survey. The survey only targeted Learning Programmes that had at least one student enrolled at various academic levels. In this regard, universities, especially public universities may have more Learning Programmes than what is presented in Table 4.3.

In terms of Learning Programmes by discipline, Table 4.3 shows that universities in 2019 offered more Learning Programmes in the fields of Education, Business and Administration and Social Sciences compared to Learning Programmes in the fields

of Science, Technology, Engineering and Mathematics (STEM). More specifically, Business and Administration had the highest proportion of Learning Programmes across universities. There were 343 Learning Programmes offered in Business and administration, followed by Education which had 316 programmes, representing 30.4% and 28% of total Learning Programmes, respectively.

The field of Social Sciences had 84 Learning Programmes while 72 were offered in the field of Health, representing 7.4% and 6.4% respectively. In the field of Humanities and Arts 67 Learning Programmes were offered, translating into 5.8% while 57 Learning Programmes were offered in the field of Engineering, Manufacturing and Construction, translating into 6% of the total Learning Programmes. In addition, universities also offered Learning Programmes in the fields of Information and Communication Technologies which had 46 Learning Programmes, Services or Hospitality which had 43 Learning Programmes and Agriculture and Veterinary which had 32 Learning Programmes, representing 4.1%, 3.8% and 2.8% of the total Learning Programmes, respectively.

Table 4.3: Number of Active Learning Programmes in Public and Private Universities

PUBLIC UNIVERSITIES								
ISCED Field	**Certificate**	**Diploma**	**Bachelor's**	**PG-Diploma**	**Master's**	**PhD**	**Total**	**%**
Education		4	55		13	2	74	6.6
Arts and Humanities			5		3	6	14	1.2
Social Sciences			12		7	1	20	1.8
Business Administration and Law		1	41		26	10	78	7
Natural Sciences, Mathematics and Statistics	1	1	19	1	6	1	28	2.5
Information and Communication Technologies		4	7		5		16	1.4
Engineering, Manufacturing and Construction		10	35		8	3	56	5
Agriculture, Forestry, Fisheries and Veterinary			10		3	1	14	1.2
Health and Welfare			16		4	5	25	2.2
Services			6		5	1	12	1.1
Subtotal	**1**	**20**	**206**	**1**	**80**	**30**	**337**	**30**
PRIVATE UNIVERSITIES								
Education		62	143	2	28	7	242	21.4
Arts and Humanities	2	6	24		14	9	53	4.6
Social Sciences		2	41	1	18	2	64	5.6
Business Administration and Law		17	120	2	102	24	265	23.4
Natural Sciences, Mathematics and Statistics		3	18		8		29	2.6
Information and Communication Technologies		1	22		7		30	2.7
Engineering, Manufacturing and Construction		2	7		2		11	1
Agriculture, Forestry, Fisheries and Veterinary		1	16			1	18	1.6
Health and Welfare	3	14	30	1	2		47	4.2
Services	1	5	12		8	6	31	2.7
Generic Programmes and Qualifications			1			1	2	0.2
Subtotal	**6**	**113**	**434**	**6**	**189**	**50**	**792**	**70**
GRAND TOTAL	**7**	**133**	**640**	**7**	**269**	**80**	**1129**	**100**

From Table 4.3, it can be seen that the majority of Learning Programmes which were running in private universities were Education and Business-related Learning Programmes. Out of the 792 Learning Programmes, 624 Learning Programmes or 79% were in the fields of Education, Business and Social Sciences while 168 or 21% were in the fields of Health, Engineering, Natural Sciences, ICTs and Agriculture. As has already been mentioned, 337 Learning Programmes were running in public universities, out of which 186 or 55% were in the fields of Education, Business and Social Sciences while 151 Learning Programmes or 45% were in the fields of Engineering, Natural Sciences, ICTs and Agriculture.

Table 4.3 shows that there were less Learning Programmes in Science, Technology, Engineering and Mathematics (STEM) compared to Learning Programmes in Education, Business, Social Sciences and Humanities and Arts. It should be noted, from Table 4.3, universities have concentrated more on introducing Learning Programmes in Business, Social Sciences and Humanities and Arts compared to STEM Learning Programmes. Therefore, there is need for universities to take the route of developing STEM Learning Programmes as opposed to the current situation in order to help address both scientific and non-scientific needs of Zambia as well as address skills gaps that may exist in the country's labour market.

4.4 Student Enrolments in Universities

Student Enrolment in universities has been increasing steadily in Zambia since the opening of the first university in the country, the University of Zambia. In the recent past, with the coming in of the private sector in the provision of higher education in Zambia, enrolment figures have been rising at an increasing rate.

The Zambia Qualifications Framework (ZQF) recognises 10 levels of qualifications in Zambia which are integrated in three main sub frameworks, that is, General Education, Trades and Occupations and Higher Education. The Higher Education sub framework which runs from Bachelor's Degree level to PhD level is regulated by HEA, however, some universities also offer Diploma programmes. Therefore, this section will discuss enrolments of students in both public and private universities from Diploma level to PhD level.

Students attend a lecture at Lusaka Apex Medical University. Photo Courtesy: Lusaka Apex Medical University.

4.4.1 Enrolments by Level of Study

In 2019, there was a total of 119,272students enrolled in public and private universities, with private universities accounting for a majority share at 61,285 students or 51.4% of total student enrolments in universities. Public universities had a total of 57,987 students or 48.6% of the total student enrolments.

Table 4.4: Student Enrolment by Level of Study and Gender-2019

University Type	Qualification Level	Male	Female	Total	Proportion-%
Public Universities	Diploma	910	779	1,689	1.5
	Bachelor's	27,365	24,768	52,133	43.7
	Postgraduate Diploma	19	6	25	0.02
	Master's	2,329	1,527	3,856	3.2
	PhD	165	119	284	0.2
	Total	**30788**	**27199**	**57,987**	**48.6**
Private Universities	Diploma	4,518	6,175	10,693	8.9
	Bachelor's	23,048	20,583	43,631	36.6
	Postgraduate Diploma	123	62	185	0.2
	Master's	3,898	2,695	6,593	5.5
	PhD	133	50	183	0.2
	Total	**31,720**	**29,565**	**61,285**	**51.4**
	GRAND TOTAL	**62,508**	**56,764**	**119,272**	**100**

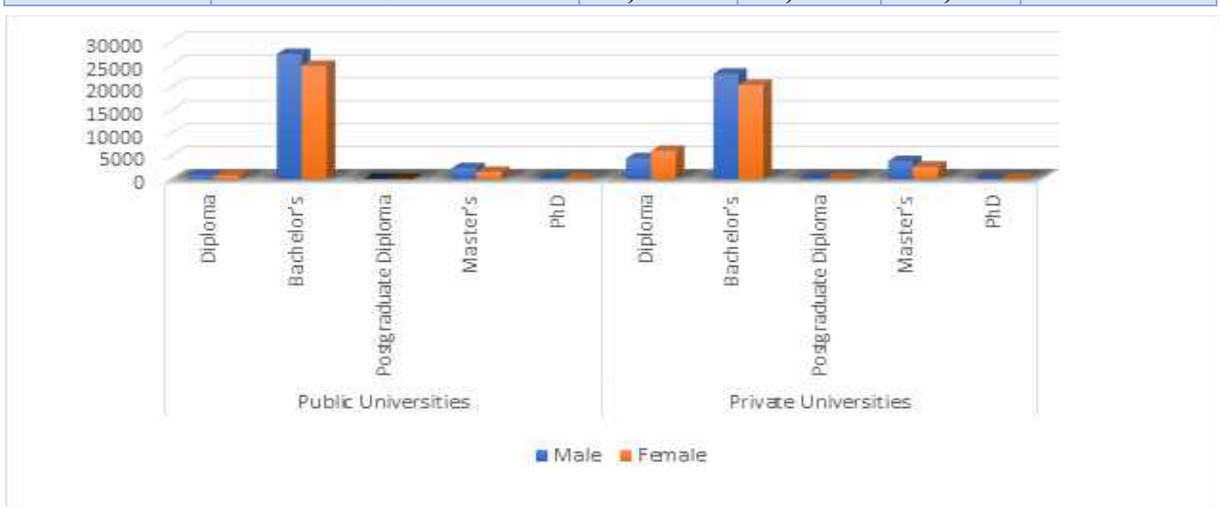

Figure 4.3: Gender Distribution of Student Enrolment by Level of Study

Table 4.4 presents statistics on student enrolments by level of study and shows that the Bachelor's level had the highest enrolment with 95,764 students, representing 80.3% of overall enrolment in 2019. At Diploma level, there were 12,382 students enrolled in various Diploma programmes, representing 10.4% of overall enrolment.

The Master's level had 10,449 students or 8.7% of total enrolment while PhD level had 467 students, representing 0.4% of total enrolment. The level with the least student enrolment was Postgraduate Diploma, which only had 210 students or 0.2% of total student enrolment in universities in 2019. This shows that as a country, we have low number of students pursuing Postgraduate programmes and inevitably this results in low research activities and publication record.

In terms of gender, Table 4.4 and Figure 4.3 show that the Bachelor's level had the majority number of both male and female students compared with other academic levels, there were 50,413 male students and 45,351 female students enrolled in various Bachelor's degree programmes in both public and private universities, representing 52.6% and 47.4% of those enrolled at Bachelor's, respectively. At Diploma level, there were 5,428 male students and 6,954 females translating into 47.6 % and 52.4% of students enrolled at Diploma level, respectively.

The majority of students enrolled at Diploma level in 2019 were enrolled by private universities, that is 86.4% of students enrolled at Diploma level, compared to only 13.6% enrolled by public universities, indicating that public universities concentrated more on higher degree programmes than Diploma programmes.

At Master's level, there were 6,227 male students and 4,222 female students, translating into 59.6% and 40.4% of enrolments by gender at Master's level, respectively. At PhD level, there were 298 male students and 169 females, representing 63.8% and 36.2% of PhD students enrolled in 2019, respectively.

Postgraduate Diploma level had the least number of both male and female students, with only 142 male students and 68 females enrolled in Postgraduate Diploma programmes, denoting 67.6% and 32.4% of students enrolled at this level in 2019, respectively.

In terms of gender, as illustrated by Figure 4.3, male enrolment dominated in almost all academic levels except at Diploma level. These statistics clearly show that the gender gap in enrolments are higher in favour of males, but more notably at higher academic levels such as Master's and PhD. This connotes that there are more males than females seeking to advance their studies in universities in Zambia.

Rusangu University students attend a lecture. Photo Courtesy: Rusangu University.

However, despite there being various dynamics that may account for gender differences, they will not be explored in this report as it is not the intention of this report to analyse factors contributing to the gender gap in higher education but merely present the state of higher education as it was observed in 2019.

4.4.2 Student Enrolment by Learning Programme Classification

Table 4.5 summarises student enrolments by ISCED. The field with the highest number of enrolled students was Education which had 38,365 students followed by Business and Administration, which had 24,368, while 18,067 students were enrolled in Health Learning Programmes.

Engineering, Manufacturing and Construction had 8,534 students followed by Social Sciences, Journalism and Information studies which had 6,387 students enrolled in various Learning Programmes. There were 6,571 students enrolled in Arts and Humanities Learning Programmes while 4,973 were enrolled in Natural Sciences, Mathematics and Statistics.

Furthermore, a total of 3,287 students were enrolled in ICTs, while 3,148 were enrolled in Services Learning Programmes such as Tourism and Travel studies. Additionally, 2,072 students were enrolled in Agriculture, Forestry, Fisheries and Veterinary Learning Programmes.

Table 4.5: 2019 Student Enrolment by International Standard Classification of Education (ISCED) and Gender in Zambia

ISCED Field	Diploma		Bachelor's		PG-Diploma		Master's		PhD		Total
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Education	2,093	2,499	15,076	17,160	135	60	644	629	37	32	38,365
Arts and Humanities	41	40	2,796	2,967	0	0	257	285	110	75	6,571
Social Sciences Journalism and Information	12	29	2,874	2,514	3	1	583	357	9	5	6,387
Business, Administration and Law	218	98	10,169	8,783	2	1	2,971	2,066	52	8	24,368
Natural Sciences, Mathematics and Statistics	91	22	2,908	1,772	0	0	111	68	1	0	4,973
Information and Communication Technologies (ICTs)	57	16	1,988	679	0	0	413	134	0	0	3,287
Engineering, Manufacturing and Construction	324	128	5,215	2,139	0	0	458	231	22	17	8,534
Agriculture, Forestry, Fisheries and Veterinary	3	1	1,188	659	0	0	104	42	53	22	2,072
Health and Welfare	1,195	1,593	7,068	7,693	2	6	357	129	14	10	18,067
Services	217	205	1,131	985	0	0	329	281	0	0	3,148
Generic Programmes	1,177	2,323	0	0	0		0	0	0	0	3,500
GRAND TOTAL	5,428	6,954	50,413	45,351	142	68	6,227	4,222	298	169	119,272

Furthermore, Table 4.5 shows that the field with the highest enrolment at Diploma level was Education which had 4,592 students enrolled in various Diploma Education Learning Programmes. At Bachelor's level, the fields with the highest enrolments were Education and Business and Administration which had 32,454 and 18,952 students, respectively.

At Master's level, Business and Administration had the highest enrolment at 5,037 students which was followed by Education with 1,350 students, while 940 and 689 Master's students were enrolled in Social Sciences and Engineering, respectively.
Arts and Humanities had the highest enrolment at PhD level with 185 students while 75 and 74 PhD students were enrolled in Agriculture and Education Learning Programmes, respectively.

Table 4.5 further shows that more female students were enrolled in the fields of Education and Health, while male students dominated enrolments in various other fields. Male enrolment dominance was more pronounced in the fields of Natural Sciences, ICTs and Engineering.

Statistics in this section show that more students were enrolled in Business, Social Sciences and Humanities and Arts Learning Programmes compared to STEM Learning Programmes. As can be seen from Table 4.5, out of 119,272 students enrolled in universities, only 2,072 or 1.7% students enrolled in the STEM fields of Agriculture, Forestry, Fisheries and Veterinary. The low enrolment levels in STEM Learning Programmes may have significant implications for the country's economy which requires skilled human resource in Agriculture, Manufacturing and Engineering in order to advance the country's industrialisation agenda. STEM fields are critical in addressing the skills gaps in these sectors and in achieving the Seventh National Development Plan (7NDP) and the Vision 2030.

4.4.3 International Students Enrolments in Public and Private Universities

International students play an important role in any university. They bring diversity to universities and a diverse campus prepares students for life in the 21st century and careers in a global economy. Universities that bring in foreign students and work hard to foster a culturally diverse campus environment give students authentic opportunities to learn about themselves and the world in which they live.

In addition to having a diverse campus, diversity in the lecture room is also extremely important. Bringing together students from multiple cultures into one lecture room makes for a very lively and productive learning experience, one that reflects the world into which students will graduate.

Moreover, the presence of international students in a university also burnishes institution's standings in world rankings, which regard the presence of international students as an indicator of quality.

In 2019, Zambia had 1,181 international students, representing 1.1% of the total number of students enrolled in both public and private universities in 2019. Private universities had a larger share of international students, which stood at 745, while public universities had 436 international students, representing 63% and 37% of international students in both private and public universities, respectively.

Table 4.6 presents statistics on international students by ISCED fields and shows that the majority of international students were enrolled in Health Sciences for both public and private universities. A total of 428 foreign students, or 36%, were enrolled in Health Sciences, out of which, 277 were in private universities and 151 in public universities, indicating that Health Sciences were more marketable to foreign students compared to other fields of study.

Furthermore, Business and Administration and Law attracted the second highest number of foreign students, with 240 students enrolled in these fields, translating into 20% of all foreign students.

International and local students enrolled at Lusaka Apex Medical University on graduation day. Photo Courtesy: Lusaka Apex Medical University.

Table 4.6: 2019 International Students Enrolments by ISCED in Public and Private Universities in Zambia

ISCED Field	Diploma		Bachelor's		PG-Diploma		Master's		PhD		Total
	Male	Female	Male	Female	Female	Male	Male	Female	Male	Female	
Education	7	8	15	33	0	0	13	6	3	2	87
Arts and Humanities	0	0	80	15	0	0	3	4	0	0	102
Social Sciences Journalism and Information	7	0	13	21	0	0	10	10	4	3	68
Business, Administration and Law	5	4	95	87	7	4	11	14	11	2	240
Natural Sciences, Mathematics and Statistics	0	0	46	56	0	0	26	12	2	2	144
Information and Communication Technologies (ICTs)	2	0	15	1	0	0	0	0	3	1	22
Engineering, Manufacturing and Construction	0	0	12	0	0	0	5	2	0	0	19
Agriculture, Forestry, Fisheries and Veterinary	0	0	1	1	0	0	13	7	6	2	30
Health and Welfare	1	2	153	232	0	0	18	13	7	2	428
Services	6	0	5	16	0	0	8	5	0	1	41
Generic Programmes	0	0	0	0	0	0	0	0	0	0	0
GRAND TOTAL	**28**	**14**	**435**	**462**	**7**	**4**	**107**	**73**	**36**	**15**	**1181**

Table 4.7 shows that more foreign students were enrolled in private universities than public universities. The majority of international students were enrolled at Bachelor's level, a total of 272 were enrolled at Bachelor's level in public universities, while 625 were enrolled in private universities.

The second level with the highest number of international students was Postgraduate Diploma, with a total of 180 enrolled in various Postgraduate Diploma Learning Programmes, while 11 were enrolled in various Learning Programmes at Master's level and 51 were enrolled in various Learning Programmes at PhD level.

Table 4.7: 2019 International Students Enrolments by Level of Study

University Type	Qualification Level	Male	Female	Total
Public Universities	Diploma	20	4	24
	Bachelor's	130	142	272
	Postgraduate Diploma	71	42	113
	Master's	0	0	0
	PhD	17	10	27
	Total	**238**	**198**	**436**
Private Universities	Diploma	8	10	18
	Bachelor's	305	320	625
	Postgraduate Diploma	36	31	67
	Master's	7	4	11
	PhD	19	5	24
	Total	**375**	**370**	**745**
	GRAND TOTAL	**613**	**568**	**1,181**

In terms of gender, Table 4.7 shows that there were more male international students than female international students. A total of 613 male foreign students and 568 females were enrolled in both public and private universities, representing 52% and 48% of foreign students enrolled in various universities in Zambia, respectively.

Further, Table 4.7 shows that Bachelor's level had the highest enrolment of both male and female international students, with males dominating enrolment at this level in both public and private universities. There were also more male international students enrolled at PhD and Diploma levels.

Local and international students enrolled in Health Sciences at Texila. Photo Courtesy: Texila American University.

4.4.4 2014-2018 Enrolment Trends

In the last five years, student enrolment in both private and public universities has been steadily rising, unlike in the late 1990s and early 2000s when full-time enrolment in universities was essentially flat and a privilege to those students who were considered to be the 'creme de la creme' due to limited number of universities and space. However, with more universities and predictable academic calendars, students are now able to apply for admission at almost any time of the year in either public or private universities.

As presented in Table 4.8, the last five years has seen tremendous growth in student enrolment. Between 2014 and 2018, a total of 162,115 students were enrolled by both public and private universities. A total of 27,948 students were enrolled as first year students in all universities in Zambia in 2014, of this figure, private universities enrolled a larger share of first year students at 15,664 whereas 12,270 students were enrolled in public universities.

In 2015, there was an increase in student enrolment in universities with 31,363 students enrolled in both public and private universities, resulting in 12.2% increase in student enrolment. Out of these, 13,355 students were enrolled in public universities while 17,961 were enrolled in private universities.

Further, a total of 34,574 students were enrolled as first year students in 2016, which was a 10.2% increase in student enrolment from 2015, the majority of this number was enrolled by private universities, which enrolled 20,303 students, while 14,213 were enrolled by public universities.

Table 4.8: 2014 - 2018 Enrolment Trends

Year and Sex		Public Universities	Private Universities	Total
2014	M	6,965	8,673	15,658
	F	5,305	6,991	12,296
2015	M	7,641	8,693	16,334
	F	5,714	9,268	14,982
2016	M	8,166	10,377	18,543
	F	6,047	9,926	15,973
2017	M	10,079	10,693	20,772
	F	7,324	8,709	16,033
2018	M	7,724	9,387	17,111
	F	5,999	8,434	14,433
GRAND TOTAL		**70,964**	**91,151**	**162,115**

In 2017, student enrolment increased by 6.7% from 2016, indicating a slowdown in enrolments across universities compared to previous years. A total of 36,890 students were enrolled in 2017, public universities enrolling 17,403 students, while 19,402 were enrolled in private universities.

In 2018, student enrolment declined by 14% from the previous year as enrolments in both public and private universities dropped to 31,709 students, the majority of which was in private universities which had enrolled 17,562 students while public universities enrolled 13,403 as first year students.

Further, Table 4.8 indicates that 2017 had the highest enrolment while 2014 recorded the lowest, this difference can be attributed to the fact that there were fewer universities in 2014 compared to 2017 when more private universities were registered by HEA.

Table 4.8 further shows that, between 2014 and 2018, access to higher education by males was higher than their female counterparts in both public and private universities. During this period, males dominated enrolments in both public and private universities. In order to address this gap, there is a need for universities to introduce deliberate enrolment policies that will encourage more females enrolment in both public and private universities.

4.4.5 2014 -2018 Graduation Trends in Universities

University graduation rates demonstrate the nation's ability to meet current and future human resource needs. In Zambia, like in many other countries, there is a high premium attached to a university degree and the benefits to acquiring a university degree still remain high. The benefits to acquiring a university degree range from better earnings to better employment opportunities. This section presents graduation trends in Zambia, in both public and private universities between 2014 and 2018. Graduation rates are presented by ISCED fields and by academic levels, that is, Diploma, Bachelor's, Postgraduate Diploma, Master's and PhD.

Graduation Procession at University of Zambia. Photo Courtesy: University of Zambia.

4.4.6 Graduation Trends in public and Private Universities

Table 4.9 and Figure 4.4, show that, from 2014 to 2017, there was a significant increase in graduation rates. In 2014, there were 11,102 graduates from both public and private universities. This figure comprised of 6,332 male and 4,726 female graduates.
In 2015, the number of graduates increased to 14,347, comprising of 7,312 male and 6,964 female graduates. This represented a 29% increase from the previous year. In 2016, there were a total of 16,870 graduates, out of which 8,459 were males and 8,350 were females, translating into an increase of 18% from the previous year.

Moreover, the increase in the number of graduates continued in 2017, as illustrated by Figure 4.4, with 19,174 graduating from universities, representing an increase of 14% from the previous year. The graduates comprised 9,885 males and 9,226 females.

However, 2018 saw a 13.9% decline in the number of graduates, bringing down the total number to 16,493. Out of this, 8,207 were males and 8,286 were females.

Between 2014 and 2018, there were a total of 77,986 graduates from universities in Zambia. Out of this figure, 40,844 graduated from public universities while 37,141 graduated from private universities, translating into 52% and 48% for public and private universities, respectively.

In terms of gender, 40,258 students who graduated between 2014 and 2018 were males while 37,728 were females, translating into 52% and 48%, respectively.

These figures show a positive average growth in student graduations of 19% over the past five years, which is an optimistic step for the country. This translates into the availability of skilled human resource for Zambia's labour market, which is essential for meeting the country's development prospects.

Table 4.9 summarises graduation trends by ISCED fields in both public and private universities between 2014 and 2018. During this period, the field that had the highest number of graduates was Education, which contributed 32,911 graduates or 42% of total graduates. It is important to state that Education Learning Programmes in Zambia's universities are relatively popular and that 80% of universities in Zambia offer Education Learning Programmes alongside other Learning Programmes.

The field of Business and Administration and Law came in second with 17,329 graduates or 22% of total graduates, with 2017 producing the highest number of graduates under this field. Business and Administration and Law were followed by Arts and Humanities which had 6,362 graduates or 8% of total graduates during this period, with more students in this field graduating in 2017.

Additionally, Table 4.9 shows that there were 5,016 and 4,971 graduates in Health and Social Sciences, respectively, representing 6.2% and 6.1%, respectively, of all total graduates.

A total of 3,800 and 2,706 students graduated in Engineering related Learning Programmes and Natural Sciences, respectively, representing 3.5% and 4.8%, respectively, of the total graduates during this period.
The field of Agriculture, Forestry, Fisheries and Veterinary graduated 1,457, translating into 1.9% of the total graduates, whilst a further 1,301 graduated from ICTs, representing 1.7% of the total graduates during this period.

Graduates celebrate during a Graduation Ceremony at Mulungushi University. Photo Courtesy: Mulungushi University.

University of Lusaka conducting its 7th Graduation Ceremony at its Silverest Campus. Photo Courtesy: University of Lusaka.

Table 4.9: 2014-2018 Graduation Trends in Public and Private Universities by ISCED Field

ISCED Field	2014		2015		2016		2017		2018		Total
	M	F	M	F	M	F	M	F	M	F	
Education	2169	2126	2868	3509	3288	4234	3767	3901	3113	3936	32911
Arts and Humanities	683	403	790	515	962	710	983	703	429	184	6362
Social Sciences	379	342	486	391	564	449	607	614	543	596	4971
Business, Administration and Law	1813	1081	1523	1474	1752	1436	2356	1920	2092	1882	17329
Natural Sciences, Mathematics and Statistics	201	152	218	208	245	229	352	348	335	418	2706
Information and Communication Technologies	82	46	124	59	161	116	192	141	262	118	1301
Engineering, Manufacturing and Construction	602	144	591	226	524	261	507	256	496	193	3800
Agriculture, Forestry, Fisheries and Veterinary	125	77	165	88	171	113	170	172	242	134	1457
Health and Welfare	101	188	369	344	589	595	750	943	518	619	5016
Services	177	167	178	150	203	207	201	228	172	168	1851
Generic Programmes	9	35	20	51	16	45	18	45	5	38	282
GRAND TOTAL	**6332**	**4726**	**7312**	**6964**	**8459**	**8350**	**9885**	**9226**	**8202**	**8248**	**77986**

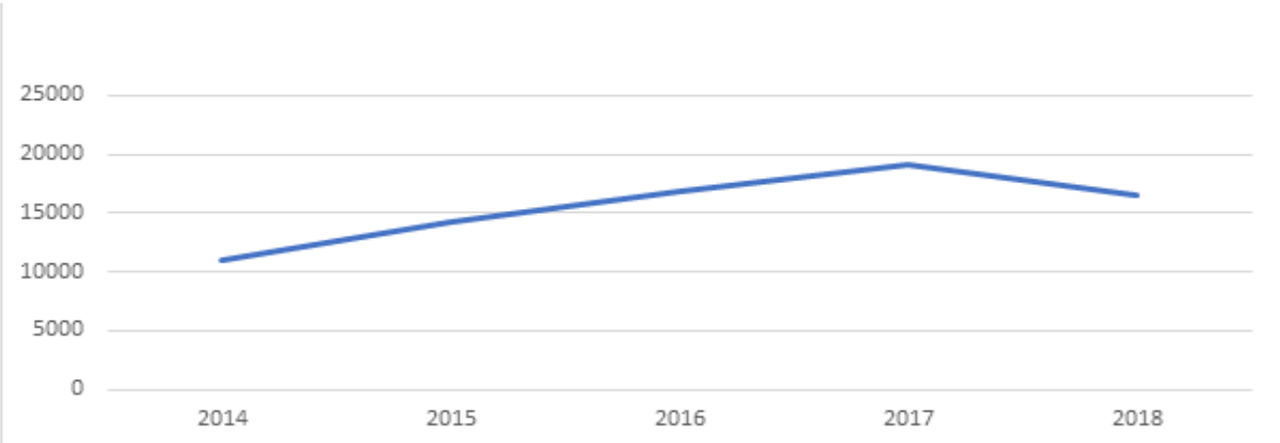

Figure 4.4: 2014-2018 Graduation Trends in Public and Private Universities

In terms of gender, Table 4.9 shows that most graduates in most fields of study were predominately male. This is particularly factual in the fields of ICTs, Engineering, Agriculture, Veterinary and Business and Administration. In the fields of Engineering, ICTs, Agriculture and Business and Administration, male graduates represented 72%, 63%, 60% and 55%, respectively.

Conversely, female graduates represented a larger proportion of graduates than their male counterparts in the fields of Education and Health, that is, 54% and 53%, respectively.

Table 4.10 shows graduation trends by level of study in both public and private universities. Generally, there was an increase in graduates between 2014 and 2018. At Bachelor's level, graduation rates were higher than any other level, with a total of 51,992 graduates obtaining Bachelor's degrees, representing 67% of total graduates. Out of which 27,100 were males and 24,892 females. This represented 52% and 48% of males and females who graduated with Bachelor's degrees, respectively.

During the same period, a total of 20,928 students graduated with Diplomas, representing 27% of total graduates, out of which, 9,943 were males and 10,985 were females, translating into 47.5% and 52.5% of males and females, respectively.

At Master's level, a total of 4,091students graduated with Master's degrees between 2014 and 2018, translating into 5% of total graduates. Out of these, 2,500 were males and 1,591were females, representing 61% and 39%, respectively.

However, only 117 students, or 0.2%, graduated with PhDs, out of which, 98 were male and 19 were female, translating into 84% and 16% of PhD graduates, respectively.

Table 4.10: 2014-2018 Graduations by Level of Study in Public and Private Universities

Year and Sex		Diploma	Bachelor's	PG-Diploma	Master's	PhD	Total
2014	M	1,978	3,988	74	266	15	6,321
	F	1,421	3,187	27	115	4	4,754
2015	M	2,067	4,803	106	350	5	7,331
	F	2,320	4,468	40	186	1	7,015
2016	M	2,272	5,595	116	467	25	8,475
	F	2,989	5,091	39	274	2	8,395
2017	M	2,341	6,753	162	632	15	9,903
	F	2,485	6,309	76	396	5	9,271
2018	M	1,285	5,961	138	785	38	8,207
	F	1,770	5,837	52	620	7	8,286
GRAND TOTAL		**20,928**	**51,992**	**830**	**4,091**	**117**	**77,958**

Figure 4.5 presents cumulative graduations by level of study between 2014 and 2018. The Figure indicates that the number of graduates was extremely low at post-graduate levels compared to undergraduate and Diploma levels.

Further, Figure 4.5 shows that 66.7% graduated with Bachelor's degrees, while 26.8% graduated with Diplomas. Master's, Postgraduate Diploma and PhD contributed 5.2%, 1.1% and 0.2%, respectively, to total number of graduates. This disparity can be explained by research timelines and the process of developing and approving the research proposals, which take time in most universities. In most universities in Zambia, Postgraduate students are usually allowed to collect data in the second part of their programmes, usually after completion of their course work, hence, students barely have enough time to collect data, analyse it and write the dissertations and theses in readiness for examination.

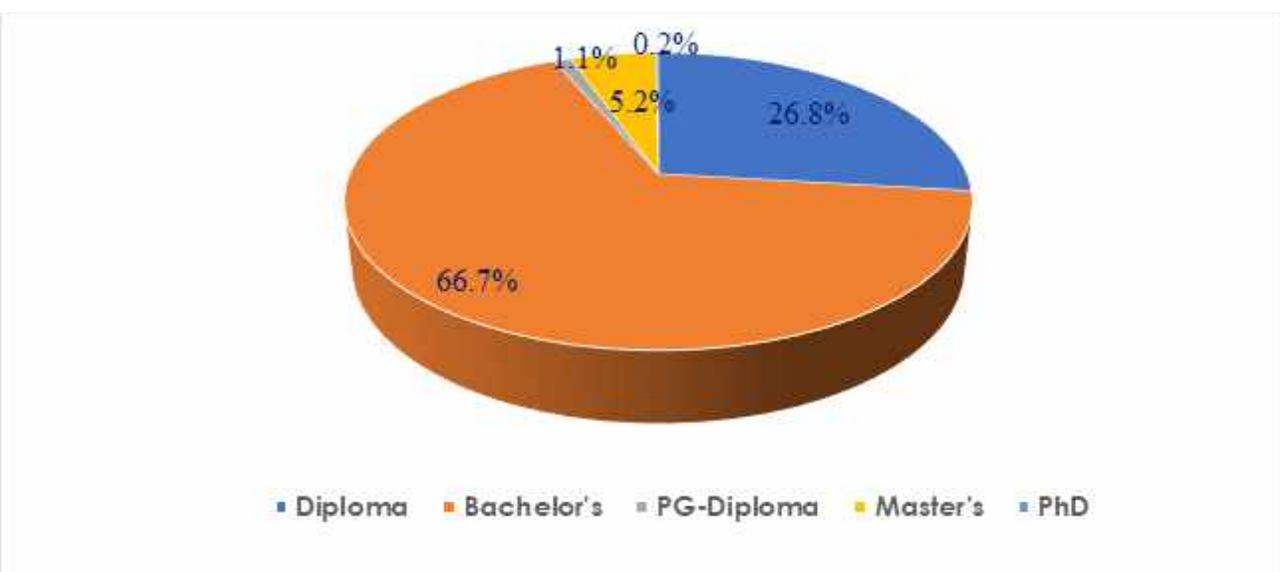

Figure 4.5: 2014-2018 Distribution of Graduates by Level of Study

CHAPTER FIVE

RESEARCH IN UNIVERSITIES

5.1 Introduction

As one of the core functions of higher education, research is critical to knowledge production and human development. In developing countries such as Zambia, research is seen as one of the most important tools for understanding and resolving the myriad of problems that besiege such environments. Long standing problems such as a heavy disease burden, poverty and underdevelopment, as well as emerging challenges like climate change, all require the application of research. It is for this reason that this chapter explores the question of how well universities in Zambia and other research institutions have positioned themselves to fulfil this function. It provides an overview of the research landscape in Zambia and assesses the performance of Universities in research and publication outputs

5.2 Importance of Research

One of the most distinguishing facets of higher education is its role in knowledge production and dissemination. The higher education environment, together with its faculty and research architecture, is often conceptualised as a seat of knowledge that provides a platform through which humans can better understand their world. In this regard, research, as a tool for knowledge production, has historically been seen as one of the most important functions of a university. Indeed, a university's performance is often measured in terms of its research outputs and the resulting impact on society.

According to Simpson and Givers (2016), knowledge which is often understood as knowing what is behind phenomena and knowing how to do things in a better way, has become a currency of the new global knowledge-based economy. Knowledge is critical for the development of innovative ideas as well as development of skilled human resource to operate a knowledge-based economy. For a country to thrive in such an economy, it has to develop its research, innovation and technological capacity as well as high level skills and competencies (Cloete et al, 2018). It is argued, in this regard, that the most successful countries in a global knowledge-based economy will be those that optimise the production, distribution and use of knowledge (Givers, 2016).

The transition towards a knowledge economy repositions universities and other research bodies as central actors in the creation and sustenance of such an economy. Researchers based in universities have an important role to use their knowledge and intelligence to make new discoveries, solve various societal problems and contribute to health and human welfare through research and innovation (Japanese Society for Promotion of Science, 2015).

At national level, as major producers and distributors of knowledge, universities provide the means by which countries participate in the global knowledge economy. Without strong research institutions and low research capacity, it is impossible for a country to effectively participate and compete in such economies. It is for this reason, that across the world, countries seeking to play an important role in the global economy are investing heavily in the development of research universities and centres of excellence.

Besides its role in knowledge production, with the emergence of global university rankings, research has also become the means by which universities across the world enhance their reputation. The importance of research as a means for enhancing a university's reputation is well reflected in the emergence of global and regional university ranking systems. Research is one of the most important variables used by ranking systems such as the Times Higher Education (THE) and Shanghai Jiao Tong University systems.

Research variables considered in these rankings include the number of highly cited

researchers, the number of staff of an institution winning Nobel prizes, the number of research papers published in Nature and Science and the number of papers indexed in major citation indices (Liu, 2013). These variables, demonstrate the importance that research plays in developing a university's reputation.

While there are a number of controversies surrounding university ranking systems and the variables considered in the process, it is generally accepted that 'world class' universities are those which excel in these rankings. In most countries globally, the rankings have been instrumental in driving investments in university research as a means of improving their rankings and building 'world class' universities.

5.3 Research in Zambian Institutions

There are a range of established research institutions in the country spread across a few sectors. In general, these institutions fall into two broad categories: universities and non-universities. Non-university institutions are mostly 'think tanks' involved in applied or policy related research.

In universities, research is mainly carried out within academic departments and faculties where staff and Postgraduate students undertake both commissioned and non-commissioned research. A few universities, however, have established centres of excellence or research institutes as a means of promoting their research agenda. These centres include Institute of Economic and Social Research (INESOR) at UNZA, CBU Africa Centre of Excellency for Sustainable Mining (CBU-ACESM), and the African Centre of Excellence for Infectious Diseases of Humans and Animals (ACEIDHA) also at the UNZA.

In terms of non-university research actors, research institutions in this category are largely sectoral, focusing on defined thematic areas such as health, agriculture, forestry and industrial development. Table 5.1 shows the range of institutions that make up this category.

Table 5.1: Non-University Research Institutions in Zambia

Research Organisation	Thematic Area of Research	Ownership
Zambia Institute for Policy Analysis and Research	Economic policy	Government
Tropical Disease Research Centre	Human Health	Government
Centre for Infectious Diseases Research in Zambia	Human Health	Non-Government Organisation
National Institute for Scientific and Industrial Research	Water, Environment, Industrial materials	Government
Zambia Agricultural Research Institute (ZARI)	Soils, Water & Agriculture	Government
Malaria Institute (Macha)	Human Health	Faith Based Organisation
Centre for International Forestry Research	Forestry, Environment	Intergovernmental Governmental Organisation
Biomedical Research Institute	Human Health	Government
Central Veterinary Institute	Animal Health	Government
Indaba Agricultural Policy Research Institute (IAPRI)	Agricultural economics	Private
Zambia Research and Development Centre	Economic policy	Private
National Malaria Elimination Centre	Human Health	Government

As can be seen in the Table 5.1, a good proportion of research organisations in the country have been established by the Government, mostly through Acts of Parliament. A few, however, have been established by Non-Government Organisations (NGOs) and private actors.

The dominance of the state as the most important actor in research owes much to the fact that most government ministries have established departments or research centres as part of their mandate and as a means for carrying out research that informs policy and interventions within their portfolios. Besides, governments, world over, tend to be among the most important consumers of research.

A particularly striking feature of Table 5.1 is the dominance of research institutions focusing on human health. This dominance should, however, not be surprising as the health sector in Zambia enjoys considerable support from cooperating partners.

5.4 Performance of Zambia's Research Institutions

In order to determine the performance of Zambian researchers in research and publications output, this chapter relied on three sets of data. First, in order to situate the country's performance at an international level, the chapter relied on data from the SCImago Journal and Country Ranking (SJR) portal. Based on the information contained in Scopus, the portal allows for analysis of a country's performance in peer-reviewed publications at both regional and global level from 1996 to 2018.

The second set of data is based on the HEA survey of universities conducted in 2019. This data was collected at the scale of individual research institutions, and provides an opportunity to analyse the performance of individual universities in Zambia. The survey data was complimented by a third data set from institutional audits conducted in the country by the Authority in the same year.

5.4.1 Zambia's Research Performance at International Level

A good indicator of Zambia's performance in research at international level can be seen in the SJR portal. At global level, Zambia was, in 2018, ranked number 113 out of 239 countries. In Africa, the country was ranked 19th with a research publications output of 6150 from 1996 to 2018. Table 5.2 provides an indicator of Zambia's performance in research publications output in relation to other countries on the continent.

Table 5.2: SJR African Countries Journal Output Rank (1996 – 2018)

Rank	Country	Documents	Citable Documents	Citations
1	South Africa	272886	247039	3677627
2	Nigeria	90031	84718	645110
3	Tunisia	86600	81933	678610
4	Algeria	65714	63705	444666
5	Morocco	62636	58839	507921
6	Kenya	35120	31548	652942
7	Ethiopia	22934	21479	251468
8	Ghana	20052	18232	236627
9	Tanzania	17484	16072	298625
10	Uganda	17406	15748	312337
11	Cameroon	16395	15300	196206
12	Zimbabwe	10529	9411	154617
13	Senegal	10381	9676	122439
14	Sudan	9133	8590	100524
15	Botswana	7457	6602	92640

16	Malawi	7452	6716	137339
17	Burkina Faso	6763	6429	96199
18	Côte d'Ivoire	6461	6115	89974
19	Zambia	6150	5453	108366
20	Libya	5689	5457	43656

Source: SJR Portal.

From Table 5.2, it could be argued that Zambia's performance is not as poor as it is often portrayed. In fact, a look at the statistics from 1996 – 2017 shows not only a rise in publications over the period, but also a rise in citable publications. Figure 5.1 shows the trend in citation of research documents published by Zambian researchers.

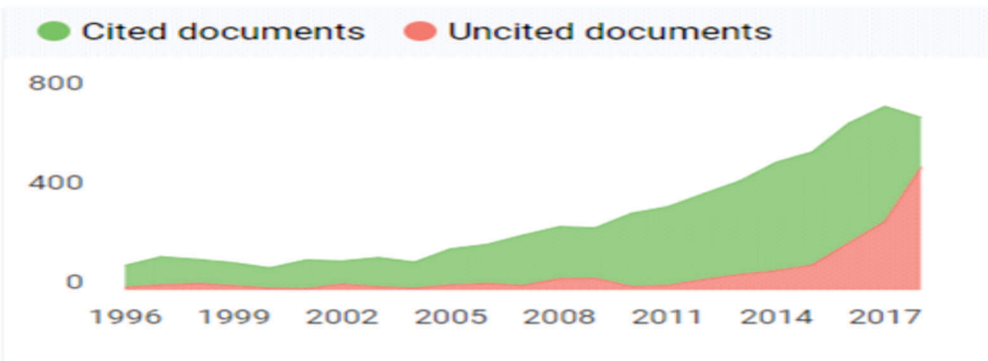

Figure 5.1: Trends in Citation of Documents Published by Zambian Researchers
Source: SJR Portal.

Figure 5.1 shows that since 2005, Zambia's production of citable research documents has been on the rise. However, there are two important observations that can be made. First is the fact that despite these statistics, Table 5.2 shows that the country's performance continues to be behind other SADC countries such as South Africa, Tanzania, Malawi, Malawi, Botswana and Zimbabwe, who all produced more than 7000 research documents between 1996 and 2018 compared to Zambia's 6,150.

Second, a critical look at publication output statistics in 2018 by subject area shows that over 30% of documents published by the country were in the field of Medicine. Figure 5.2 provides a picture of how different fields contribute to the country's overall performance in research publication output. Of the 27 subjects considered in the SJR portal, only the top 12, those with at least more than 15 publications in 2018, are presented in Figure 5.2.

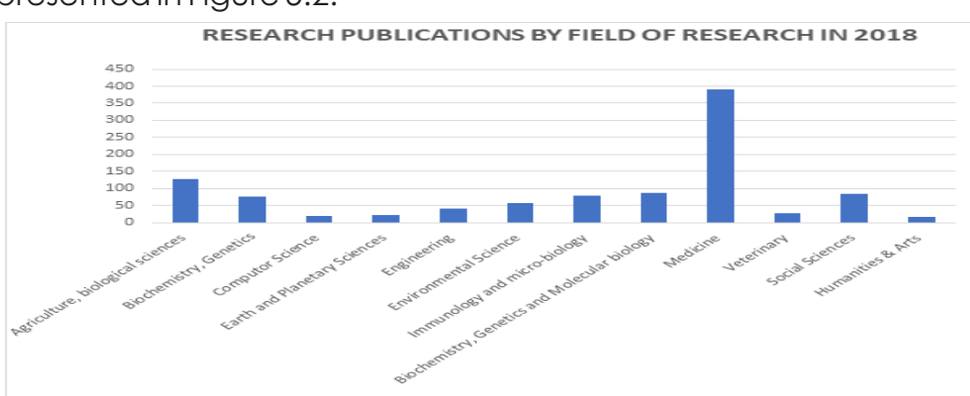

Figure 5.2: Research publications (from all research institutions in Zambia) by field in 2018
Source: SJR Portal.

From Figure 5.2, it is evident that Zambia's research performance in 2018 was dominated by the field of Medicine which had over 300 research documents published. Besides the subject of Medicine, only Agriculture and Biological Sciences passed the 100 publications mark while the rest are below. This implies that, of the 27 subject areas considered in the SJR Portal, only two fields had 100 or more publications. Table 5.3 shows how the country performed outside the top 12 presented in Figure 5.2.

Table 5.3: Subject Areas in which the country recorded the weakest performance in 2018

Subject Area	Number of Publications
Business, Management & Accounting	14
Nursing	14
Energy studies	14
Pharmacology, Toxicology & Pharmaceutics	14
Neuroscience	14
Economics, Econometric and Finance	12
Material Science	12
Mathematics	11
Chemical Engineering	9
Multi-disciplinary studies	8
Chemistry	6
Dentistry	0
Physics & Astronomy	0

Source: SJR Portal.

As can be seen in Table 5.3, in some subject areas, no publication was recorded in 2018. These statistics demonstrate the fact that the country's research performance in several subject areas, including basic sciences such as Physics, Chemistry and Mathematics is rather dismal. It is important to also note that the dominance of the field of Medicine is, again, not surprising. The field of Medicine, just like that of Agriculture, is among the few fields in the country that tend to attract the attention of international funding agencies because of the nature of challenges that researchers address. Further, as can be seen in Table 5.3, the country has more research institutions focusing on human health than any other research theme.

5.4.2 Performance of Universities in Zambia in Research

While in the preceding section, the chapter focused on the performance of the country in terms of research outputs, this section focuses on the performance of universities in Zambia in particular. In general, results from the higher education survey shows that only a small fraction of universities in Zambia are actively engaged in research. Of the 60 universities that participated in the survey, only 17 or 10.2%, were actively engaged in the implementation of research projects.

Rusangu University skills lab. Photo courtesy: Rusangu University.

Largely, research activity in universities was dominated by two public universities, UNZA and CBU. These universities accounted for 83% of all research projects in the higher education sector in 2019. In general, these statistics reflect extremely low levels of research outside the two universities.

Similarly, in terms of publication output, the study shows that in 2019, over 75% of the 60 universities that participated in survey had no peer reviewed publication outputs. Figure 5.3 provides an overview of how the university sector faired in research publication.

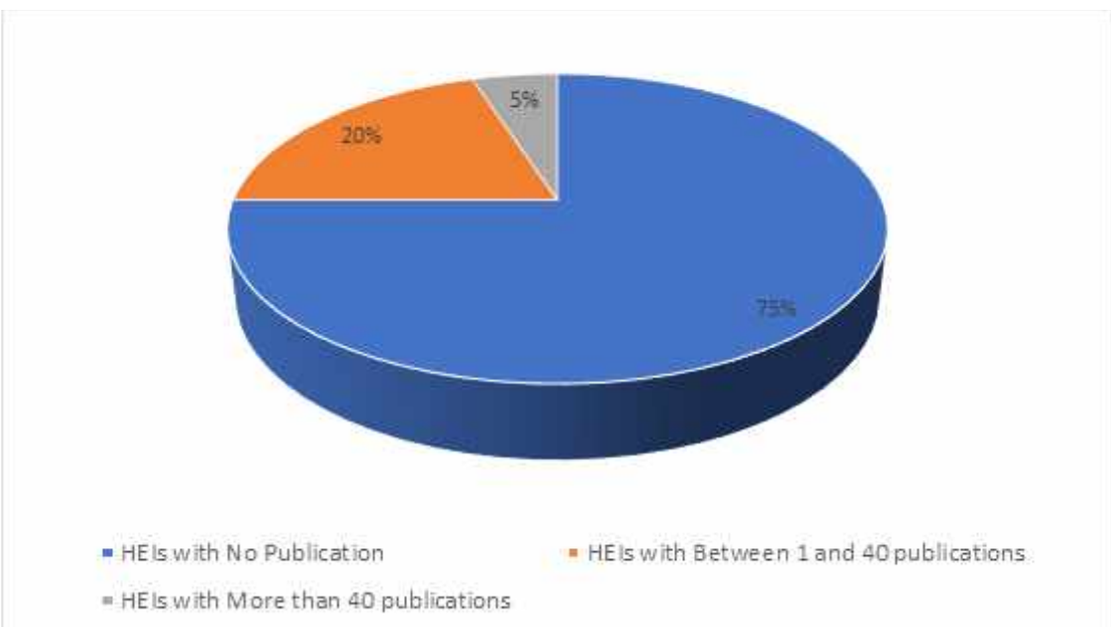

Figure 5.3: Publications output by Zambian Universities

As can be seen in Figure 5.3, only 25% of universities reported that they recorded publication outputs in 2019. Even among those that reported outputs, publication levels were quite low, with most of the universities recording between 1 and 40 publications and only 5% indicating that they published more than 40 documents. These results simply reaffirm the fact that research is mainly concentrated in a few universities in Zambia.

Students attending a lab session at Texila American University. Photo Courtesy: Texila American University.

5.5 Factors Determining University Performance in Research

There are a number of factors that seem to account for the poor performance in research and publications. Among these factors include poor funding for research, lack of incentives for researchers, inadequate skilled researchers, and a poor research culture in general.

5.5.1 Research Funding

Inadequate funding for Zambian research is perhaps the most important bottleneck affecting the performance of Zambian Researchers today. Unlike their counterparts in countries such as South Africa that can easily access research grants because of funding bodies such as the National Research Foundation and internal university grants, Zambian researchers are starved of both internal and external funding.

Funding is particularly acute for fields in the Social Sciences, Arts and Humanities as there is no national grants awarding body to support research in these fields. For STEM fields, the Science and Technology Council has emerged as a beacon of hope, occasionally offering some grants, albeit in a highly constrained manner. This initiative could develop if well-funded on similar lines like the National Research Foundation of South Africa.

At institutional level, the survey shows that less than 5% of institutions offer some type of support in form of seed grants or support for collaborative development of proposals.

These efforts, however, remain far limited to yield important research dividends.

From interviews with key actors in the higher education sector, it is evident that most research and publications in universities in Zambia are largely the result of collaborative research projects, where Zambian researchers partner with academics from other countries to source for funds outside the country. International research collaboration, in this regard, has emerged as the most important means by which Zambian researchers obtain funding. Figure 5.4 shows how Zambian research institutions are increasingly collaborating with international institutions and researchers.

Figure 5.4: International Research Collaborations (1996 – 2017)
Source: SJR Portal.

While research collaborations are on the rise and playing a critical role in the growth of research in the country, there are three de-merits of this trend. First, is the limited space that is given to Zambian researchers to define their interests and scope of research within a collaborative framework where they are often the invited parties rather than initiators. Unequal power relations tend to be at play in such situations.

The second demerit is that collaborations most frequently occur in fields which seem to most attract the attention of donor or international grant awarding institutions. This, perhaps, seems to explain why the country's research publication outputs are largely skewed towards the subject areas of Medicine and Agricultural Sciences. These fields are among the research areas that attract the attention of funding agencies.

Third, most collaborations tend to favour senior scholars who may have developed research networks over longer periods of their careers. Early career researchers, in this regard, tend to be the most disadvantaged. What this shows, is that while international research funding remains important, it is not a substitute for national and institutional research funding.

5.5.2 Incentives for Researchers

Besides funding for research, institutional audit results for 2019 also show that researchers in Zambia are generally not well incentivised when compared to other

countries. While in some countries, such as South Africa, researchers are paid or have an allocation going towards their research fund for publication outputs and graduation of doctoral students, this is not the case for Zambia. In fact, promotion to senior ranks remains the only incentive for Zambian researchers in universities. Even then, institutional audits carried out in 2019 revealed that more than 50% of private institutions audited did not have a formal academic ranks classification system or promotions policy in which research formed part of the promotions criteria.

5.5.3 Research Culture

In general, institutional audit results showed a general lack of research culture among universities. This is particularly pronounced in the private sector and was evidenced by the lack of implementation of research policies, inadequate research infrastructure, a lack of budgetary allocations towards research, and the absence of institutional architecture for the promotion of academic staff research. This lack of research culture is well exemplified in the fact that, in 2019, academic staff in over 75% of universities did not engage in any form of research.

5.5.4 Inadequate Skilled Researchers

To produce substantial research outputs, it is critical for universities and the country as a whole, to have adequate well-trained academics, mostly PhD holders, with strong research abilities and skills. Further, to support the production of skilled researchers, the country requires well organised and robust doctoral training Learning Programmes necessary for the cultivation of future researchers.

In Zambia's case, the higher education survey showed that only 23% of academics working in HEIs held a PhD. As noted in Chapter Four, of the 4,198 academic staff, 3,230 (77%) did not have PhD qualifications. Thus, the bulk of researchers, in this regard, lack exposure to advanced research training to which doctoral education tends to expose researchers. This can be a major factor when it comes to production of quality research outputs.

5.5.5 Slow National Research Policy Development

In Zambia, research policy development has been rather slow and problematic in terms of implementation. For decades, the country lacked a well organised national institutional architecture for promoting, coordinating and funding research in higher education. Major policy developments aimed at fostering higher education research have only emerged in the last 2 decades and include the development of the National Policy on Science and Technology, and the establishment of the National Science and Technology Council and HEA. Further, the Higher Education Policy, which has an explicit focus on research in HEIs, was only adopted in 2019.

Despite the development of these policies, funding hurdles continue to derail their implementation and, consequently, affect their effectiveness to promote research in the country.

5.6 Performance in Research by Universities in Zambia

The goal of this chapter was to examine how well Zambian universities and other research institutions have positioned themselves to fulfil their research functions. There is no doubt, as seen by the statistics of research publication outputs presented in this

chapter, that Zambian researchers are involved in one form of research or another.

However, there are two things that are particularly important to note in the chapter. First is the fact that research publication outputs are largely skewed towards very few fields such as Medicine, Agriculture and Biological Sciences. Outside these fields, the performance of Zambian universities and research institutions remain rather dismal. Second, research in universities seems to be most concentrated in the t2 oldest public universities, an indication that a great proportion of Zambian universities have not positioned themselves to fulfil their research functions.

Notwithstanding the country's performance in fields of Medicine, Agriculture and Biological Sciences, it is clear that a lot needs to be done to promote research in Zambian universities. Among the most important issues that needs to be addressed, are research funding and how to incentivise Zambian researchers as a way of promoting research.

While the country has developed important research related policies and institutions to promote research, it is important to note that policies alone, in the absence of a robust research funding strategy, can neither deliver research outputs nor ultimately develop a great research culture in the country. In particular, the country needs to develop a research funding strategy similar to other countries such as South Africa, where the National Research Foundation plays a pivotal role in funding and incentivising researchers.

CHAPTER SIX

THE STATUS OF UNIVERSITY EDUCATION IN ZAMBIA

6.1 Introduction

The preceding chapters have examined various aspects of Zambia's university education from a number of perspectives that include historical, legal reforms and statistical perspectives. In concluding this report, this chapter reflects on a number of issues raised in the report to frame a picture of the state of higher education in Zambia. In addition, as a response to the issues raised, the chapter identifies a number of policy options that may be crucial to shaping the future development of higher education in Zambia.

6.2 The Current State of University Education

From the chapters presented, a number of elements characterise the state of university education in Zambia today. Among these is the diversity of institutions and Learning Programmes, the staffing in universities and the state of research in the sector. These are discussed in details in the following section.

6.2.1 Diversity in the Sector and its Limitations

As shown in Chapters Two and Four, the most noticeable feature of Zambia's university education today is the institutional and programmatic diversity that is well reflected in the high number of universities and diverse Learning Programmes available to students. This diversity has emerged in the last two decades and reflects growth in the sector induced by education liberalisation policies adopted by the country since the 1990s.

The high level of diversity that characterises the sector today is one of the key strengths of Zambia's university education and is essential to resolving one of the long-standing challenges of higher education in the country, that is, access to university education. Clearly, the emergence of a variety of private universities and an increase in the number of public universities, has inevitably served to increase access to higher education for the country's population. This represents a marked departure from the 3 decades of post-independence Zambia when university places where limited to two universities, UNZA and CBU.

While the diversity that characterises higher education today is a notable strength of the sector, there are, however, two facets of this diversity that should draw the attention of policy makers and implementers. These relate to limitations in the geographical spread of universities and the quality and nature of Learning Programmes available to students.

1.2.2 Geographical Spread of Universities in Zambia

Despite the growth in the number and diversity of universities over the past two decades, universities continue to be disproportionately located along the line of rail region. For example, of the nine (9) public universities in Zambia, all but one are located in the three line of rail regions of Lusaka, Copperbelt and Central Province. Four (4) public universities, UNZA, Chalimbana, Palabana, and Levy Mwanawasa Medical University are located in Lusaka; two (2), CBU, Mukuba University are located on the Copperbelt, while three (3), Kwame Nkrumah and Mulungushi University are in Central Province. Only Robert Kapasa Makasa University in Muchinga Province is located in a rural region of Zambia.

Similarly, despite the fact that private universities seem to have spread to seven (7) provinces, more than 75% of all private universities are still located in the three (3) line of

rail regions. The few located outside these regions are mostly operated by FBOs, are quite small in size and are often limited in terms of diversity of Learning Programmes. Further, no private universities operate in Luapula, North-Western, Muchinga and Northern Provinces. Students from these regions have no choice but to seek university education outside their provinces.

This distribution shows that diversity is limited in terms of geographical spread and has served to reinforce the historical imbalances between the line of rail regions and the rural regions of Luapula, Northern and North-Western Provinces.

Thus, while the higher education sector may have solved the racial inequalities in education that characterised colonial and early post-colonial eras of the country, it has yet to comprehensively address rural-urban inequalities in terms of location of universities.

6.2.3 Nature and Quality of Learning Programmes Available to Students

A second limitation that can be observed from the report concerns the nature and quality of Learning Programmes available to students in the sector. Despite an increase in the number and variety of Learning Programmes, only a small fraction of the Learning Programmes is in the STEM fields. For example, of the nine (9) public Universities in the country, only one university offers degree programmes in Veterinary Medicine.

In general, from the report, it is evident that there has been little investment in these fields, both in the public and private sectors. The situation is particularly acute for the STEM fields of Agriculture, Forestry, Fisheries and Veterinary Medicine which account for only 1.7% of all Learning Programmes. Given the importance of these fields to Zambia's industrialisation drive, it is critical that policy interventions are urgently undertaken.

Further, while diverse Learning Programmes seem to be on the market, there are clear indications in this report that the sector is grappling with the development of quality Learning Programmes to meet quality standards set by the Authority. This is evident from the fact that of all Learning Programmes evaluated for accreditation between 2017 and 2019, 36.416% did not meet the requirements for accreditation.

6.2.4 Staffing Situation

Besides the diversity of Learning Programmes, another important issue to note about the state of higher education in Zambia is the critical shortage of highly qualified academic staff in the sector. As shown in Chapter Four, of the 4,198 academic staff employed in the sector, only 23% held PhD qualifications. This shortage is an impediment to the development of research and Postgraduate education in the country. It represents a huge void in the sector that may take years to address and needs urgent policy attention. To ensure that universities are well staffed, the sector currently requires well over 3000 staff with PhD qualifications.

6.3 Gender Inequalities in the Sector

The gender focus in this report is on differences in number of students enrolled and graduating in the various Learning Programmes. While this report shows that universities have continued to enrol and graduate more male students than female students, it is noteworthy to point out that important milestones have been made in closing the gender gap in these variables.

As noted in Chapter Four, of the total number of students who graduated between

2014 and 2018, 48% were female. Although it could have been ideal to see the share of female students graduating climb to 50% or more, it must be noted that these statistics paint a promising future for female education in the country, considering that in the first 3 decades of independence, female students were grossly under-represented in university enrolments and graduations.

Furthermore, in public universities, improvements in enrolments and graduation of female students owe much to affirmative gender policies pursued by the country which require that at least 30% of places in public universities are reserved for female applicants.

While noting the strides in overall enrolments and graduation of female students, there are 2 noticeable gender dimensions in this report that need policy attention. First is the fact that, although the gender gap seems to be closing in terms of enrolment and graduations, female students are largely clustered in non-Science fields and are grossly underrepresented in STEM fields. This report notes that, between 2014 and 2018, 72% of students that graduated in the STEM fields were male, meaning that only 28% were female.

The second important thing to note from this report is the proportion of female academic staff in the university education sector. Female academic members of staff were far outnumbered by their male counterparts in all academic ranks, with the worst being at Professorial level, were only 8% were female.

Clearly, these gender disparities require deliberate interventions if the gap is to be comprehensively addressed. Thus, rather than narrowly focusing only on affirmative action in institutional enrolments, it is critical to also focus on improving female academic staff numbers in universities and in improving female student recruitment, graduation and retention in STEM fields.

6.4 The State of Research and Innovation

The last notable feature of the state of university education is the underperformance of universities in research and innovation. As demonstrated in Chapter Five, while the higher education sector is active in research, activity is largely limited to a few universities and overly biased towards a few fields of study. In particular, most research activity in the higher education sector is concentrated in the two oldest and largest public universities. It is clear from the observations in this report that the increase in the number of universities has not been matched with a corresponding increase in research output in the country. Private universities, in particular, which far outnumber public universities, are yet to make their mark on the country's research landscape.

From Chapter Five, it is evident that the underperformance of the higher education sector in research is owed much to the lack of funding for research, both at national and institutional levels, and a general poor research culture in most universities. These are the main challenges that need to be resolved in order to improve the country's research output.

6.5 Policy Recommendations

Some of the concerns raised in this report are not new. The Higher Education policy of 2019, for example, acknowledges the low female representation in STEM fields in the higher education sector, the need to establish new universities in underserviced and outlying areas, and low research outputs in universities.

In this regard, this section simply focuses on some policy implementation options that can be undertaken to address the matters raised in this report. Therefore, it is recommended that:

1. To address the rural-urban inequalities in the location of universities, policy action should focus on the development of regional public universities, establish constituent colleges of existing public universities in rural provinces or support the private sector in the development of rural-based universities through public-private partnership initiatives. If the private sector is to take a lead in promoting rural higher education growth, then policy action could focus on provision of incentives to attract private actors to rural areas.

2. In order to develop STEM fields, universities require highly qualified human resource to staff academic departments and supportive infrastructure such as laboratories and equipment. In order to achieve the policy objective of providing such equipment as proposed in the Higher Education Policy of 2019, it is necessary to:

    a) Set up a special fund for infrastructure development and procurement of equipment that both public and private universities could tap in; and,
    b) Facilitate the development of national science and technology laboratories accessible to both public and private universities through public-private partnerships.

3. To address the critical shortage of academic staff and the gender gap among academic staff, a national higher education human resource development plan needs to be urgently developed and implemented. It is important that in developing the plan, a critical analysis of the staffing in universities must be undertaken in order to identify areas of need. Therefore, the plan must, among other things, focus on increasing the number of well qualified academic staff in universities in order to promote quality teaching, learning and research; addressing the gender inequalities in academic staffing; and, promoting human capacity development in fields where academic staffing has been a challenge.

4. To address factors impeding the development of research and innovation in the higher education sector, the country needs to develop and implement a national research funding strategy supportive of current policies aimed at improving the country's research and innovation outputs. The strategy must not only deal with means of funding research and innovation but on how to incentivise researchers and research institutions. Without incentivising researchers, it is difficult to develop a culture of research in the country.

In order to address the need to increase enrolments and retention of female students in STEM fields, a holistic approach that addresses systemic barriers to female participation in these fields at all levels of education must be developed. However, addressing this challenge solely from the perspective of the higher education sector may not yield significant dividends. Thus, this requires a comprehensive strategy that covers early childhood education, primary, secondary and higher education aimed at developing a female student's interest and abilities in the STEM fields from foundational years to higher education

7.0 DIRECTORY OF UNIVERSITIES IN ZAMBIA AND LIST OF ACCREDITED LEARNING PROGRAMMES IN UNIVERSITIES IN ZAMBIA - 2019

7.1 Public Universities in Zambia

1.	Chalimbana University	Chalimbana Road, Off Great East Road, Chongwe +260-970 528 404, +260-977 485 465 info@chau.ac.zm www.chau.ac.zm
2.	Copperbelt University	Jambo Drive, Riverside, P.o.Box 21692, Kitwe External.Relations@cbu.ac.zm pro@cbu.ac.zm https://www.cbu.ac.zm
3.	Kwame Nhrumah University	Plot 1583 Munkoyo Street P.O. Box 80404, Kabwe +260 963 628 450, +260 953 909 029, +260 975 900 402, +260 955 394 903 registrar@nkrumah.edu.zm www.nkrumah.edu.zm/
4.	Levy Mwanawasa Medical University	Chainama Area, Great East Road, Lusaka
5.	Mukuba University	Off Chingola Road, Itimpi P.O. Box 20382, Kitwe +260 212 291 207, +260 956 664 797 registrar@mukuba.edu.zm https://www.mukuba.edu.zm
6.	Mulungushi University	26 kms from Kabwe Town along Great North Rd, Kabwe, Central Province +(260) 215 228 004, +260 215 228 004 academic@mu.ac.zm https://www.mu.ac.zm/
7.	Palabana University	Off Leopards Hill Road, Chongwe
8.	Robert Kapasa Makasa University	Chinsali - Zambia
9.	University of Zambia	Great East Road Campus, Lusaka Postal Address: P.O. Box 32379, Lusaka +260 211 295 220 registrar@unza.zm, customerrelations@unza.zm www.unza.zm

7.2 Registered Private Universities in Zambia

S/N	Name of University	Campus(es)	Contact Details	Province
1.	**Africa Research University**	Great East Road Campus	Cresta Golfview Hotel Stand No. 10247, Block 7, Great East Road P.O. Box FW20, Lusaka, Zambia +260 955 885 672 office@aru-online.com registrar@aru-online.com www.aru-online.com www.africaresearchuniversity.net	Lusaka
2.	**African Christian University**	Woodlands Campus	Plot No. 3773213, off Lake Road, Twin Palm, Woodlands P.O. Box 320161, Lusaka, Zambia +260 955 009 228, +260 978 559 228, +260 966 559 228 office@acu-zambia.com www.acu-usa.com/	Lusaka
3.	**African Open University**	Ndola Campus	Plot No. LN-1002 20/1, Masaiti Area, Mushili Road. P.O. Box 230045, Skyway, Ndola, Zambia. +260 971 054 118, +260 971 733 877 apply@ao.university www.ao.university	Copperbelt
4.	**Ambassador International University**	Chongwe Campus	Off Great East Road Rufunsa P.O. Box 166, Chongwe, Zambia +260 973 544 708, +260 972 842 608 aiu.zambia@gmail.com	Lusaka
5.	**Bethel University**	Mongu Campus	Plot No. 255 Mahetelwa Section, Limulunga Royal Village, Mongu P.O. Box 910088, Mongu, Zambia +260 271 221306 betheluniversitymungu@gmail.com www.betheluniversitymungu.org	Western
6.	**Blessings University of Excellence**	Lumumba Road Campus	Plot number 26523, corner of Vubu and Lumumba Road, Lusaka. P.O. Box 37486, Lusaka, Zambia +260 211 244901/2, +260 979 953 381 admin@blueuniversity.net www.blueuniversity.net	Lusaka
7.	**Brook Besor University**	**No Registered Campus**	P.O. Box 322, Postnet Arcardes, Lusaka, Zambia +260 979 186 737, +260 955 767 344 www.brookbesoruniversity.ac.zm	Lusaka

S/N	Name of University	Campus(es)	Contact Details	Province
8.	**Cavendish University**	Great North Road Campus	Corner of Great North and Washama Road Villa Elizabeth P.O. Box 34625, Lusaka, Zambia +260 211 387600, +260 211 387 601 cavendish@cavendish.co.zm www.cavendishza.org	Lusaka
		Longacres Campus	Plot No. 20842 Off Alick Nkata Road Longacres	
9.	**Central African Baptist University**	Kitwe Campus	P.O. Box 21891 Kitwe, Zambia +260 977 415 011 info@cabcollege.org, admissions@cabcollege.org www.cabcollege.org	
10.	**Chreso University**	Nangwenya Road Campus	Plot 17734, Nangwenya Road P.O. Box 37178, Lusaka, Zambia +260 977 857 754 csimoonga@chresouniveristy.edu.zm vicechancellor@chresouniversity.edu.zm info@chresouniveristy.edu.zm registrar@chresouniveristy.edu.zm www.chreso.org	Lusaka
		Ndola Campus	Plot No. 65A, Munkulungwe Area, Off Lusaka Road, Ndola	Copperbelt
11.	**City University of Science and Technology**	Provident House Campus	4th Floor, Provident House, Cairo Road, City Centre P.O. Box 359 Lusaka, Zambia +260 211 226 307, +260 955 226 307 cityuniversity2008@gmail.com www.city.ac.zm	Lusaka
		Lusaka South Campus	Plot No. Sub 55 Fm919 Lilayi Farms, Off Greg Lungu Road P.O. Box G59 Lusaka, Zambia +260 977 856 066, +260 971 585 674	
12.	**Copperstone University**	Baluba Campus	Plot No. 38002/M, Baluba Ndola – Kitwe Highway P.O. Box 22041, Kitwe, Zambia +260 966 945 926, +260 965 814 670, +260 966 921 050 sitwalamundia@yahoo.com www.copperstone-university.info	Copperbelt

S/N	Name of University	Campus(es)	Contact Details	Province
13.	**DMI-St. Eugene University**	Chibombo Campus	Plot No. B2029/M, 9 Miles, Great North Road P.O. Box 330081, Chibombo District, Central Province, Zambia. +260 977 613 644 dmiseuregistraroffice@gmail.com, dmiseuzm@gmail.com www.dmiseu.edu.zm	Central
		Chipata Campus	St. Anne's P.O. Box 511026, Chipata, Zambia. +260 977 200 088 dmiseuch@gmail.com	Eastern
14.	**Eden University**	Balastone Park Campus	Plot No. 43/913/873 Balastone Park P.O. Box 37727 Lusaka, Zambia +260 211 843 535 edenuniversity@edenuniversity.net, edenprincipal@yahoo.co.uk www.edenuniversity.net/	Lusaka
15.	**Evangelical University**	Ndola Campus	Plot 60-64 Kwacha Road P.O. Box 250100, Ndola Zambia +260 212 614 304, +260 968 500 836 +260 950 950 776 info@evangelicaluniversity.ac.zm www.evangelicaluniversity.ac.zm/	Copperbelt
16.	**Gideon Robert University**	Lilayi Campus	Plot No. 4018 Off Kafue Road Lilayi, Lusaka. P.O Box 770, Lusaka	Lusaka
		Town Campus	5th Floor, NAPSA Building, Cairo Road P.O. Box 770, Lusaka, Zambia +260 211 223 737, +260 211 232 150 registrar@gideonrobertuniversity.com, vc@gideonrobertuniversity.com www.gideonrobertuniversity.com/	
		Kalulushi	Former Mindolo Farm College, South Down, Airport Road, Kalulushi	Copperbelt
17.	**Greenlight University**	Main Campus	Plot 20151, Chamba Valley Road, Munali P.O. Box 310172, Chelstone, Lusaka, Zambia +260 979 738 615, +260 955 738 615 info@gluniversity.org www.gluniversity.org	Lusaka
18.	**Harvest University**	Woodlands Campus	Plot No. 9027, Buluwe Road, Woodlands P.O. Box 37866, Lusaka, Zambia +260 211 232 650/51, +260 955 231 149 harvestuniversity.zm@gmail.com vc@harvestuniversity.edu.zm www.harvestuniversity.edu.zm	Lusaka

S/N	Name of University	Campus(es)	Contact Details	Province
19.	**Information and Communication University**	**No Registered Campus**	P.O. Box 30226, Lusaka, Zambia +260 211 221 662, +260 979 303 567, +260 211 845 754, +260 955 097 513, +260 955 097 510, +260 955 097 303, +260 955 097 304 icu@icuzambia.net, icuzambia@gmail.com www.icuzambia.net	Lusaka
20.	**Justo Mwale University**	Lusaka Campus	Plot 19 Munali Road, Chamba Valley P.O. Box 310199, Lusaka, Zambia +260 211 294 252, +260 975 819 348, +260 979 093 048 info@justomwale.net, , registrar@justomwale.net www.justomwale.net/	Lusaka
21.	**Kenneth Kaunda Metropolitan University**	Ibex Hill Campus	Kabulonga Shopping Complex, Chindo Road, Lusaka P.O. Box 32697, Lusaka, Zambia. +260 211 268 471, +260 965 943 295 kmu2012@gmail.com, info@kkmu.ac.zm www.kkmu.ac.zm	Lusaka
22.	**Livingstone International University of Tourism Excellence and Business Management (LIUTEBM)**	Main Campus	Plot # 2746/M 2nd Street, Ibex Extension Lusaka, Zambia +260 978 430 872, +260 977 766 866, +260 979 700 090, +260 211 237897 liutebmuniversity@gmail.com www.liutebmuniversity.org	Lusaka
23.	**Lusaka Apex Medical University**	Kasama Road Campus Campus	Plot No. 12681/M, Hillview Park, Along Kasama Road, Libala South P.O. Box 31909, Lusaka, Zambia +260 973 072 966, +260 975 950 286, +260 211 843 032 dorothyjlungu@gmail.com info@lamu.edu.zm www.lamu.edu.zm/	Lusaka
		Charles Lwanga Campus	Plot 4820M, Chitukuko Road, Woodlands, Lusaka	
		Mutandwa Campus	Plot 12681M, Kasama Road, Hillview Park, Lusaka	
		Olympia Campus	Plot 6867, Chainama Road, Lusaka	
		Foxdale Campus	Along Zambezi Road	
		Tick Campus	Plot 923M. Kasama Road, Lusaka	

S/N	Name of University	Campus(es)	Contact Details	Province
24.	**Management College of Southern Africa (MANCOSA)**	Lusaka Campus	47 Independence Avenue, Rhodespark P.O. Box CA 68, Castle, Lusaka, Zambia +260 211 258 684, +260 979 044 454 zambia@mancosa.co.za www.mancosa.co.za	Lusaka
25.	**Mansfield University**	Town Campus	1st Floor, Kulima Tower Building, Takungila Road, Town Centre P.O. Box 30858, Lusaka, Zambia +260 976 098 786 mansfielduniversitycollege@gmail.com www.mansfielduniversitylusaka.com/	Lusaka
26.	**Mosa University**	Chibombo Campus	Plot No. 2, 15 miles, Great North Road, Chibombo P.O. Box 37504, Lusaka, Zambia +260 977 818 632, +260 975 686 381, +260 979 781 141, +260 977 884 174, +260 977 898 143, +260 975 686 381 Lewisbanda84@gmail.com chawexi@gmail.com www.mosauniversity.org	Central
27.	**Northrise University**	Kitwe-Ndola Dual Carriage Highway	30029 Kitwe-Ndola Dual Carriage Highway P.O. Box 240271, Ndola +260 212 622 195, +260 212 622 196 nuinfo@northrise.net www.northriseuniversity.com/	Copperbelt
28.	**Oak University**	Makishi Road Campus	Plot No 5232 Makishi Road P.O. Box 35964, Lusaka, Zambia +260975907678 oakuniversity1@gmail.com www.oakuniversity.net	Lusaka
29.	**Paglory University**	Main Campus	Plot No. 8039, Clinic Road P.O. Box 80785, Kabwe, Zambia +260 215 222 729, +260 966 423 643 paglorycollege@yahoo.com pagloryuniversity@gmail.com	Central
30.	**Rockview University**	Main Campus	Plot No. 23258, Off Lake Road, Ibex Hill P.O. Box 31108 Lusaka, Zambia +260 211 238 065, +260 955 151 517, +260 967 976 961 hoseachishala5@gmail.com www.rockviewuniversity.com	Lusaka

S/N	Name of University	Campus(es)	Contact Details	Province
31.	**Rusangu University**	Monze Campus	Plot No. 269a, Rusangu Mission P.O. Box 660391, Monze, Zambia +260 213 255 471, +260 976 271 138 admissions@ru.edu.zm pro@ru.edu.zm www.ru.edu.zm	Southern
		Lusaka Campus	Plot 9704, Central Street, Chudleigh P.O. Box 50586, Lusaka +260 972 546 193, +260 955 335877 admissions-lsk@ru.edu.zm rusangulusakacampus@ru.edu.zm www.ru.edu.zm	Lusaka
		Copperbelt Campus	David Mwila House, Kitwe P.O. Box 50586 260 213 255 471/260 972 178 955	Copperbelt
32.	**South Valley University**	Main Campus	Chikankata, Off Livingstone Road P.O. Box 670404, Mazabuka, Zambia +260 977 293 160, +260 962 196 186, +260 955 692 004 svuzambia@gmail.com www.southvalleyuniversity.com	Southern
33.	**Southern University**	Livingstone Campus	Room Number F008, 1st Floor, Queenspark Building, John Huntway Road P. O. Box 60293, Livingstone, Zambia +260 213 324 787, +260 967 685 191, +260 975 358 978, +260 955 838 851, +260 977 987 666 southernuni11@yahoo.com	Southern
34.	**St. Bonaventure University**	Lusaka Campus	Plot No. 40/a/E/9/1, Chikupe Road, Bonaventure, Lusaka P.O. Box 37525, Lusaka, Zambia +260 211 273 240, +260 211 273 243, +260 973 589 831 office@sbuc-zm.org www.sbuc-zm.org	Lusaka
35.	**St. Dominic's Major Seminary**	Woodlands Campus	Plot No. 09/4889, Mutende Road, Woodlands P.O. Box 320191, Lusaka, Zambia +260 211 260 198, +260 975 559 999 bchibuluma@gmail.com, seminary1978@live.com	Lusaka
36.	**Sunningdale University**	Main Campus	Plot 126G/B, Kudu Road, Kabulonga Lusaka, Zambia +260 976 842 520, +260 969 917 844, +260 955 958 565, +260 211 268 527 sunningdalezambia@gmail.com www.sunningdaleuniversity.ac.zm	Lusaka

S/N	Name of University	Campus(es)	Contact Details	Province
37.	**Supershine University**	**No Registered Campus**	Lusaka, Zambia +260 211 234 053, +260 966 791 120, +260 977 590 002 registrar@supershineuniversity.net vc@supershineuniversity.net www.supershineuniversity.net	Lusaka
38.	**Texila American University**	Lake Road Campus	Stand 37605, Kwacha Square, KPTF Building, Lake Road P.O. Box 320110, Lusaka, Zambia +260 971 269 480, +260 962 649 711 info@tauedu.org www.tauedu.org	Lusaka
		Health Professions Foundation Campus	4647 Beit Road, Addis Ababa Roundabout, Rhodes Park, Lusaka	
39.	**The University of Barotseland**	Mongu Campus	Plot No. 154, Senanga Road P.O. Box 910316, Mongu, Zambia +260 217 221 153, +260 977 129 730, +260 977 430 928 imwanawinaiii@gmail.com www.ubl.edu.zm	Western
40.	**Trans-Africa Christian University**	Kitwe Campus	Plot No. 2580/M, Itimpi, Off Government Road, Kitwe P.O. Box 21067, Kitwe, Zambia +260 977 876 913 info@tacuzambia.org, registrar@tacuzambia.org www.tacuzambia.org	Copperbelt
41.	**Trinity University**	Lusaka Campus	Plot 29382, Off Alick Nkhata Road P.O. Box 50768, Lusaka, Zambia +260 977 501 896, +260 954 118 414, +260 977 847 833, +260 963 592 588 info@trinityuniversity.edu.zm, admissions@trinityuniversity.edu.zm, trinityuniversityzambia@gmail.com www.trinityuniversity.edu.zm	Lusaka
42.	**Twin Palm Leadership University**	Main Campus	S/D15 of S/DA of farm No. 85a, Turn Park, Chikankata P.O. Box FW 271, Lusaka, Zambia +260 976 342 569 www.tplu.org	Lusaka
43.	**UNICAF (Zambia Limited) University**	Lusaka Campus	Stand No. 20842, Off Alick Nkata Road, Longacres P.O. Box 35868, Lusaka, Zambia +260 211 250 522 info@unicafuniversity.com www.unicafuniversity.ac.zm/	Lusaka

S/N	Name of University	Campus(es)	Contact Details	Province
44.	**United Church of Zambia University**	Kitwe-Chingola Road	Plot No. 150 off Kitwe-Chingola Road, MEF campus, Mindolo Po Box 20429, Kitwe, Zambia +260 212 211 029, +260 977 973 891, +260 976 046 905, +260 966 946 457 www.uczuniversity.org	Lusaka
45.	**University of Africa**	Lusaka Campus	Plot 2982, Bukavu Road, Off Mwaluma Road, Thornpark P.O. Box 35440, Lusaka, Zambia +260 965 432 111, +260 976 190 282 admin@universityofafrica.net liaison@uoaonline.net registrar@universityofafrica.net www.universityofafrica.net	Lusaka
46.	**University of Edenberg**	Gleenwood Park Campus	Gleenwood Park Campus P.O. Box 21041 Kitwe, Zambia +260 966 867401, +260 977 867 401 info@ue.edu.zm, vc@ue.edu.zm	Copperbelt
47.	**University of Lusaka**	Pioneer Campus	Plot No. 37413, Off Alick Nkhata Road, Mass Media. P.O. Box 36711, Lusaka, Zambia +260 211 233 407, +260 211 258 409 www.unilus.ac.zm/	Lusaka
		Leopards Hill Campus	Plot No. 17986/M, Off Leopards Hill Road, Lusaka	
48.	**University of the Foundation for Cross-cultural Education**	Luanshya Campus	Plot No. 30588, Koti ni Eden, Masaiti P.O. Box 90790, Luanshya, Zambia +260 963 525 402 admin@fceunicol.com www.fceunicol.com	Copperbelt
49.	**Victoria Falls University of Technology**	Livingstone Campus	Stand 2621, Nakatindi Road P.O. Box 60247, Livingstone, Zambia +260 213 323 338, +260 977 687 079, +260 977 684 673 gakapelwa@gmail.com www.vfu.ac.zm	Southern
50.	**Zambia Catholic University**	Kalulushi Campus	Plot No. 1937, Ntundwe Drive P.O. Box 35964, Kalulushi, Zambia +260 212 730 209, +260 974 305 033, +260 968 645 143 vcofficezcu@gmail.com, registrar@zcuniversity.edu.zm, www.zcuniversity.edu.zm/	Copperbelt
51.	**Zambian Christian University**	Choma Campus	Brethren in Christ Church, Choma P.O. Box 630115, Choma, Zambia +260 213 220 228 biczambia@gmail.com	Southern

S/N	Name of University	Campus(es)	Contact Details	Province
52.	**Zambian Open University**	Main Campus	New Foundland Campus Unity Road, off Mumbwa Road P.O. Box 31925, Lusaka, Zambia +260 211 845 469, +260 969 672 965, +260 976 123 055 admissions@zaou.ac.zm www.zaou.ac.zm/	Lusaka
53.	**Zambian Royal Medical University**	**No Registered Campus**	P.O. Box 33859, Lusaka, Zambia. Mr. Lemmy Phiri – Chief Executive Officer +260 977 337 044, +260 962 574 011, +260 950 613 324 zmedicaluniversity@gmail.com	Lusaka
54.	**ZCAS University**	Dedan Kimathi Road Campus	Plot 5309, Dedan Kimathi Road P.O. Box 35243 Lusaka, Zambia +260 211 232 093/5 information@zcas.edu.zm www.zcas.ac.zm/	Lusaka

7.3 List of Accredited Learning Programmes in Universities in Zambia -2019

1	**African Open University**	
	Diploma in Accounts and Finance Diploma in Banking and Finance Diploma in Banking and Insurance Diploma in Business Excellence Diploma in Energy Management Diploma in Operational Excellence Diploma in Process Excellence Diploma in Strategic Management Diploma in Supply Chain Management Bachelor of Business Administration Bachelor of Management in Accounts and Finance Bachelor of Management in Banking and Finance Bachelor of Management in Banking and Insurance Bachelor of Management in Business Excellence Bachelor of Management in Energy Management Bachelor of Management in Operational Excellence Bachelor of Management in Process Excellence Bachelor of Management in Strategic management Bachelor of Management in Supply Chain Master of Business Administration – Accounts and Finance	Master of Business Administration – Banking and Finance Master of Business Administration – Business Excellence Master of Business Administration – Human Resource Management and Development Master of Business Administration – Operational Excellence Master of Business Administration Banking and Insurance Master of Business Administration- Energy Management Master of Business Administration-Process Excellence Master of Business Administration-Strategic Management Master of Business Administration-Supply Chain Management Post Graduate Diploma – Business Excellence Post Graduate Diploma – Operational Excellence Post Graduate Diploma – Strategic Management Post Graduate Diploma in Accounts and Finance Post Graduate Diploma in Banking and Finance Post Graduate Diploma in Banking and Insurance Post Graduate Diploma in Energy Management Post Graduate Diploma in Process Excellence Post Graduate Diploma in Supply Chain Doctor of Philosophy in Business Studies
2.	**Africa Research University**	
	Bachelor of Business Administration Bachelor of Education (Primary) Bachelor of Education (Secondary) Master of Business Administration	Master of Education (Education Management) Master of Philosophy in Development Studies Master of Public Administration Doctor of Philosophy in Development Studies
3.	**African Christian University**	
	Bachelor of Arts in Theology	Bachelor of Science in Business Administration
4.	**Ambassador International University**	
	Certificate in Biblical Studies Diploma in Biblical Studies	Bachelor of Arts in Theology Master of Arts in Biblical Studies
5.	**Bethel University**	
	Bachelor of Education (English Languages and Literature) Bachelor of Education (Primary Degree)	Bachelor of Education (Early Childhood Education)

6.	**Blessings University of Excellence**	
	Bachelor of Education (Primary)	Bachelor of Education (Secondary)
7.	**Brook Besor University**	
	Bachelor of Arts in Economics Bachelor of Arts in Education	Bachelor of Business Administration
8.	**Cavendish University**	
	Bachelor of Accountancy Bachelor of Arts in Banking and Finance Bachelor of Arts in Economics Bachelor of Arts in Public Relations Bachelor of Arts in Purchasing and Supply Bachelor of Business Administration Bachelor of Development Studies Bachelor of Arts with Education Bachelor of Information and Technology Bachelor of Journalism and Mass Communication Bachelor of Mass Communication and Public Relations Bachelor of Science in Clinical Science	Bachelor of Science in Computing Bachelor of Science in Project Management Bachelor of Social Work Bachelor of Surgery and Medicine Master of Arts in Public Relations Master of Business Administration- General Master of Business Administration- Human Resources Master of Business Administration-Finance Master of Development Studies Master of Project Management Master of social Work Postgraduate Diploma in Monitoring and Evaluation
9.	**Central African Baptist University**	
	Diploma in Bible Studies Diploma in Primary Education	Bachelor in Bible Studies
10.	**Chalimbana University**	
	Bachelor of Education- Leadership and Management Bachelor of Early Childhood	Bachelor of Education Primary
11.	**Chreso University (Lusaka Campus)**	
	Bachelor of Business Administration-Finance Bachelor of Science in Psychology and Counselling Bachelor of Arts with Education (Civic Education and English)	Master of Business Administration in Human Resources Master of Public Health Master of Science in Psychology and Counselling Master of Business Administration (General) Master of Business Administration- Finance
	Chreso University (Ndola Campus)	
	Diploma in Clinical Medicine Bachelor of Science Public Health	Bachelor of Science in Nursing
12.	**City University of Science and Technology**	
	Diploma in Nursing Secondary Teachers Diploma	Bachelor of Education in Primary Education Post Graduate Diploma in Teaching Methodology
13.	**Copperbelt University**	
	Bachelor of Banking and Finance Bachelor of Business Administration Bachelor of Business Project Management Bachelor of Dental Surgery Bachelor of Economics Bachelor of Human Resource Management Bachelor of Medicine and Surgery Bachelor of Science Clinical Medicine	Bachelor of Science in Real Estate Management Bachelor of Science in Urban and Regional Planning Master of Philosophy in Biotechnology Master of Philosophy in Chemical Engineering Master of Philosophy in Environmental Engineering

	Bachelor of Science Clinical Medicine Bachelor of Science in Construction Management Bachelor of Science in Marketing Bachelor of Science in Operations and Production Management Bachelor of Science in Public Procurement Bachelor of Science in Quantity Surveying	Engineering Master of Philosophy in Metallurgical and Mineral Processing Engineering Master of Science in Environmental Engineering PhD in Biotechnology PhD in Chemical Engineering PhD in Environmental Engineering PhD in Metallurgical and Mineral Processing Engineering PhD in Natural Resources Management
14.	**Copperstone University**	
	Diploma in Primary Education Diploma in Secondary Education Bachelor of Business Administration Bachelor of Arts with Education (Civic Education and Religious Education) Bachelor of Primary Education	Bachelor of Arts in Local Government Administration Bachelor of Education (Religious Education and English) Postgraduate Diploma in Teaching Methodology Master of Business Administration in Human Resources
15.	**DMI St Eugene University (Chibombo Campus)**	
	Diploma in Commerce Diploma in Computer Science Diploma in Primary Education Diploma in Social Work Bachelor of Arts in Social Work Bachelor of Arts in Social Work and Counselling Bachelor of Arts with Education (English) Bachelor of Computer Science Bachelor of Education (Biology) Bachelor of Education (Chemistry)	Bachelor of Engineering in Computer Science Engineering Bachelor of Science in Food and Nutrition Bachelor of Science in Geography Master of Commerce in Accounts and Finance Master of Education (Biology) Master of Education (Chemistry) Master of Science in Computer Science Master of Social Work Specialised in Community Development Master of Social Work Specialised in Project Management, Monitoring and Evaluation
	DMI St Eugene University (Chipata Campus)	
	Bachelor of Commerce Bachelor of Science in Computer Science	Master of Business Administration in Finance and International Business Master of Business Administration in Human Resources Management
16.	**Eden University**	
	Bachelor of Education (Primary Education) Bachelor of Education (Secondary Education)	Bachelor of Science - Nursing Bachelor of Science in Clinical Medicine
17.	**Edenberg University**	
	Bachelor of Business Administration Bachelor of Public Administration	Bachelor of Education in Secondary Education Bachelor of Education in Primary Education
18.	**Evangelical University**	
	Advanced Certificate in Ministry Studies Diploma in Evangelical Studies Diploma in Missions and Development Diploma in Theology Diploma in Theology and Religious Education	Bachelor of Missions and Development Studies. Bachelor of Primary School Teacher Education Bachelor of Theology Bachelor of Theology and Religious Education for Secondary School Teachers.

19.	**Gideon Robert University**	
	Bachelor of Education in Special Education Diploma in Nursing (Lilayi Campus) Diploma in Primary Education	Diploma in Secondary Education Bachelor of Arts with Education (English) Bachelor of Business Administration
	Gideon Robert University (Kalulushi Campus)	
	Diploma in Clinical Medicine	
	Diploma in Clinical Medicine	
20.	**Harvest University**	
	Bachelor of Science in Environmental Health	
21.	**Information and Communication University**	
	Bachelor of Science in Information and Communication Technology	Bachelor of Science in Information Security and Computer Forensics
22.	**Justo Mwale University**	
	Diploma in Theology Bachelor of Theology	Master of Theology
23.	**Kenneth Kaunda Metropolitan University**	
	Bachelor of Science in Banking and Finance	
24.	**Kwame Nkrumah University**	
	Diploma in Education Bachelor of Arts with Education	Master of Arts in History Post Graduate Diploma in Teaching Methodology
25.	**Mancosa University**	
	Bachelor of Business Administration	Master of Business Administration
26.	**Mukuba University**	
	Bachelor of Education (Biology) Bachelor of Education in Geography Bachelor of Education in Nutritional Sciences	Bachelor of Education in Textile and Clothing Bachelor of Science in Biology Postgraduate Diploma in Teaching Methods
27.	**Mulungushi University**	
	Bachelor of Advertising and Marketing Bachelor of Arts with Education (English and Geography stream) Bachelor of Arts with Education English and Civic Education Bachelor of Arts with Education English and History Bachelor of Arts with Education English and Zambian languages Bachelor of Arts with Education Geography and Civic Education Stream Bachelor of Arts with Education History and Civics Bachelor of Banking and Finance Bachelor of Engineering in Agricultural Engineering Bachelor of Engineering in Electrical and Electronic Engineering Bachelor of Engineering in Mechanical Engineering	Bachelor of Psychology Bachelor of Public Administration Bachelor of Purchasing and Supply management Bachelor of Science - Land and Water Resources Management Bachelor of Science (Biological Sciences) Bachelor of Science- Agriculture Bachelor of Science Climatology Bachelor of Science in Agribusiness Management Bachelor of Science in Demography Bachelor of Science in Mathematics and Statistics Bachelor of Science Physics Bachelor of Science, Environmental Studies Bachelor of Social Work Master in Agriculture Risk Management Master of Arts in Civic Education and Transformational Leadership

	Bachelor of ICT with Education Bachelor of Industrial Psychology Bachelor of International Relations and Development Bachelor of Laws Degree Bachelor of Local Government Administration Bachelor of Marketing Bachelor of Medicine and Bachelor and Surgery	Master of Arts in History Master of Climate Change and Sustainable Development Master of Marketing Master of Public Administration Master of Science in Agribusiness Management Masters in International Relations and Development Master of Education in Curriculum Development Masters of Social Work
28.	**Northrise University**	
	Postgraduate Diploma in Teaching Methodology Diploma in Human Resource Management Bachelor of Laws (LLb) Bachelor of Business Administration Bachelor of Finance and Accounting	Bachelor of Human Resource Management Bachelor of Information Technology Bachelor of Science in Computer Science Bachelor of Science Nursing Bachelor of Theology Executive Master of Business Administration
29.	**Rockview University**	
	Diploma in Secondary Teaching (Business Studies) Diploma in Secondary Teaching (Religious Studies and Mathematics)	Diploma in Secondary Teaching (Social Sciences and English) Diploma in Secondary Teaching (Zambian Languages and English) Bachelor of Arts in Economics
30.	**Oak University**	
	Bachelor of Arts with Education (Civic Education and English)	Bachelor of Business Studies with Education Master of Business Administration
31.	**Rusangu University (Lusaka Campus)**	
	Bachelor of Science Nursing	
32.	**Rusangu University (Monze Campus)**	
	Bachelor of Arts in History with Education Bachelor of Science Nursing Bachelor of Arts in Journalism Bachelor of Arts in Peace and Conflict Resolution Bachelor of Arts in Sociology Bachelor of Arts in Theology Bachelor of Arts with Education – Civic Education	Bachelor of Science General and Business Agriculture Bachelor of Science with education-Agriculture Science Master of Educational Administration and Curriculum Development Master of Science in Agriculture with Education
33.	**St Dominic's Seminary University**	
	Bachelor of Theology	
34.	**Supershine University**	
	Bachelor of Arts in Economics Bachelor of Science in Business Administration	Bachelor of Science in Project Management
35.	**Texila American University**	
	Pre-Medical Foundation Diploma in Nursing Bachelor of Business Administration Bachelor of Medicine and Bachelor of Surgery (MB ChB) Bachelor of Nursing	Bachelor of Pharmacy (B.Pharm) Bachelor of Science in Information Technology (BIT) Master of Business Administration Master of Public Health

36.	**UNICAF University**	
	Bachelor in Hospitality Management Bachelor of Arts in English Language and Literature Bachelor of Business Administration Bachelor of Laws Bachelor of Science Accounting Master of Arts in Educational Leadership and Management Bachelor in Hospitality Management Bachelor of Arts in English Language and Literature Bachelor of Business Administration Bachelor of Laws Bachelor of Science Accounting Master of Arts in Educational Leadership and Management Master Arts in English Language and Literature Master of Business Administration. Master of Business Administration: Finance Master of Business Administration: Health Management	Master of Business Administration: Management Master of Business Administration: Management Information Systems Master of Business Administration: Oil, Gas, and Energy Management Master of Laws Master of Public Administration Master of Science in Healthcare Management Master of Business Administration: Management Master of Business Administration: Management Information Systems Master of Business Administration: Oil, Gas, and Energy Management Master of Laws Master of Public Administration Master of Science in Healthcare Management Master of Science in Managerial Psychology Master's in Education Masters Web Design and Development Doctor of Philosophy Doctorate of Business Administration.
37.	**United Church of Zambia University**	
	Diploma in Diaconal Ministr y Diploma in Theology	Bachelor of Theology
38.	**University of Africa**	
	Diploma in Banking Practice and Management Diploma in Business Administration Diploma in Early Childhood Education Diploma in Entrepreneurship Diploma in Marketing Diploma in Secondary Education Bachelor in Secondary Education	Bachelor of Business Administration Bachelor of Education (Primary) Bachelor of Education in Commerce Bachelor of Marketing Bachelor of Science in Agribusiness Management Bachelor of Science in Entrepren eurship Postgraduate Diploma in Teaching Methodology
39.	**University of Barotseland**	
	Bachelor of Arts in Economics	Bachelor of Business Administration
40.	**University of Lusaka**	
	Certificate in Public Health Informatics Bachelor of Accountancy Bachelor of Arts in Development Studies Bachelor of Arts in Peace and Conflict Resolution Bachelor of Medicine and Bachelor of Surgery Bachelor of Public Health Bachelor of Science Human Resources Management Bachelor of Science in Banking and Finance	Bachelor of Science in Purchasing and Supply Bachelor of Science Information system and Technology Bachelor of Science Information Technology with Education Master of Arts in Peace and Security Studies Master of Science in Accounting and Finance Master of Science in Environmental Management Master of Science in Public Finance and Taxation Master of Science in Supply Chain

	Bachelor of S cience in Marketing Bachelor of Science in Politics and International Relations Bachelor of Science in Public Administration	Management Postgraduate Diploma in Lecturing / Teaching Methodology
41.	**University of the Foundation for Cross -Cultural Education**	
	Diploma in Primary Education	
42.	**University of Zambia**	
	Bachelor of Mineral Science (Geology) Bachelor of Agricultural Sciences in Plant Science Bachelor of Arts in English Languages and Linguistics Bachelor of Arts in History Bachelor of Education Environmental Education Bachelor of Education in Literacy and Language Bachelor of Education in Social Studies Bachelor of Education Socio logy of Education Bachelor of Engineering (Agricultural Engineering)	Bachelor of Engineering (Electrical and Electronic Engineering) Bachelor of Engineering (Mechanical Engineering) Bachelor of Mass Communication Bachelor of Media Journalism Bachelor of Medicine and Bachelor of Surgery (MB ChB) Bachelor of Science (Agricultural Extension) Bachelor of Science (Animal Science) Bachelor of Science (Nursing) Bachelor of Science in Agricu ltural Economics Bachelor of Science in Biomedical Sciences Bachelor of Science in Environmental Health Master of Education in Science Education Master of Science in Agricultural Economics
43.	**Victoria Falls University of Technology**	
	Bachelor of Business Administration Bachelor of Education	Bachelor of Science (Mathematics) with Education
44.	**Zambia Catholic University**	
	Diploma in Teaching Methodology Bachelor of Accountancy Bachelor of Banking and Finance Bachelor of Business Administration Bachelor of Development Studies Bachelor of Economics	Bachelor of Education (Secondary) Bachelor of Education in Guidance and Counselling Bachelor of Human Resource Management Master of Arts in Human Geography Master of Arts in Peace and Conflict Studies
45.	**Zambian Open University**	
	Bachelor of Science in Agricultural Economics	Bachelor of Science in Agribusiness Management
46.	**Zambian Christian University**	
	Bachelor of Arts in Business Administration	
47.	**ZCAS university**	
	Bachelor of Science in Network Engineering Bachelor of Arts in Financial Services Bachelor of Economics and Finance Bachelor of Science in Banking and Finance Bachelor of Arts Economics Bachelor of Accounting and Finance Bachelor of Science in Finance and Investment Management Bachelor in Management Accounting Bachelor of Science in Development	Bachelor of Accounting with Education Bachelor of Science in Information and Technology Bachelor of Science in Security and Crime Science Bachelor of Science in Computing with Education Postgraduate Diploma in Project Management Master of Science in Project Management Master of Science in Information Technology Master of Business in Procurement and Logistics

	Finance Bachelor of Science in Marketing Management Bachelor of Accountancy Bachelor of Accounting	Master of Business Administration Master of Science in Accounting and Finance Master of Science in Financial Services

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ABOUT THE HIGHER EDUCATION AUTHOURITY (HEA)

The Higher Education Authority (HEA) is a statutory body established by the Higher Education Act No. 4 of 2013, with the mandate to regulate and monitor standards in HEIs in order to ensure quality services and contribute to the enhancement of human capital and accelerated national development.

HEA began its operations in 2015.

HEA's functions are exhausted in the Higher Education Act's Part II Section 6, and include:

1. To regulate HEIs and coordinate the development of higher education in order to promote quality higher education;
2. To facilitate collaboration of the Authority with organisations of similar functions in order to enhance capacity and share best practices; and
3. To recommend policy interventions and remedial measures in the higher education sector to the Ministry of Higher Education (MoHE) in order to provide information to facilitate informed decision making.

In addition to the aforementioned functions, Statutory Instrument No. 25 of 2016 was issued to provide for the Accreditation of Learning Programmes.

Vision: "A dynamic Quality Assurance body promoting internationally recognised Zambian higher education."

Mission: "To promote standards of higher education in order to ensure knowledgeable, skilled and well-disposed internationally recognised graduates for enhanced human capital and accelerated national development."

Core Values:
Honesty, Transparency, Integrity, Team Work, Courtesy, Confidentiality, and Commitment.

HEA's Core

Quality assurance is what HEA does at its core business. Through its Quality Assurance Department, HEA promotes quality assurance in higher education through establishing standards for registration, accreditation, inspections and audits in order to ensure comparable quality in HEIs and the Learning Programmes which they provide.

HEA's core function is supported by its Corporate Services Department which provides administrative, information technology, communication, logistical, and other support services in the execution of HEA's mandate.

HIGHER EDUCATION AUTHORITY

"Ensuring Quality in Higher Education"

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