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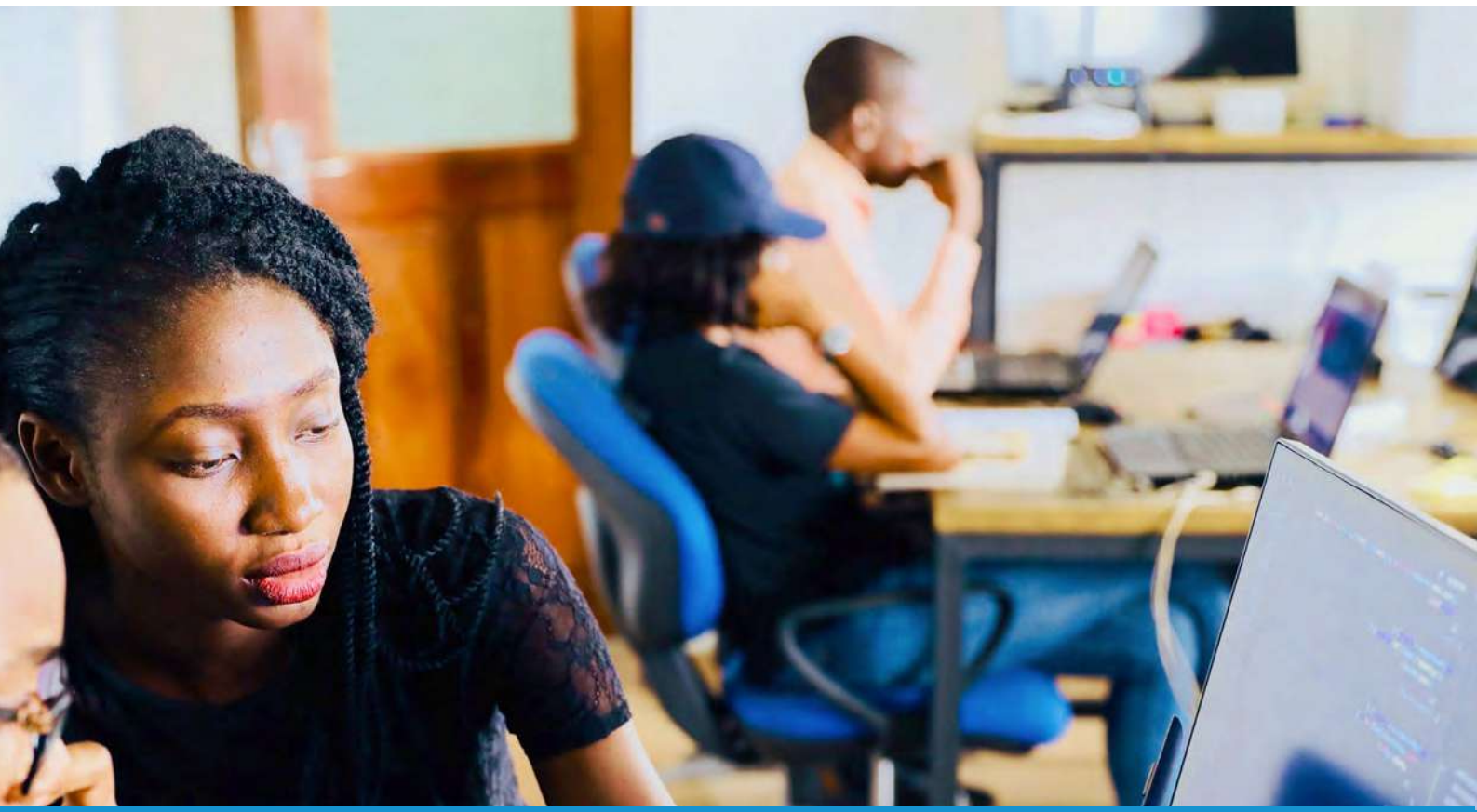

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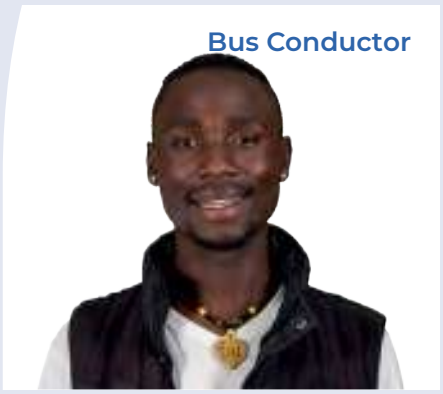

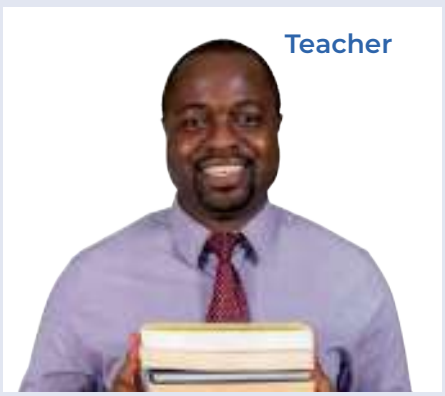

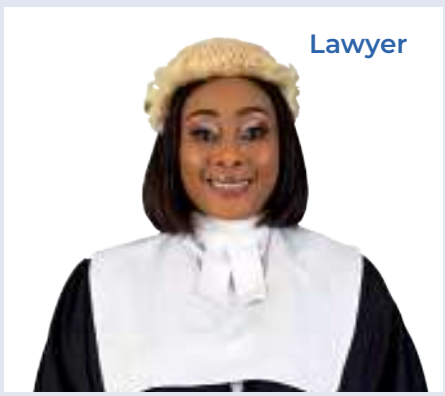

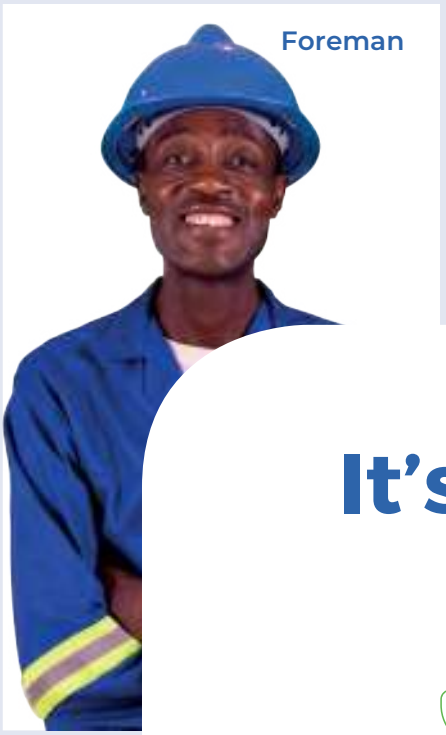

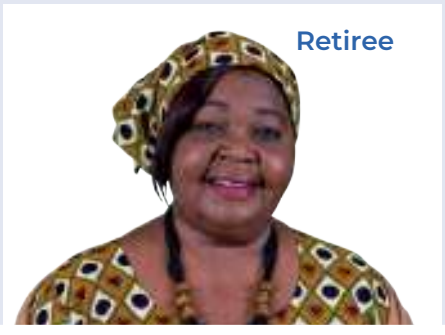

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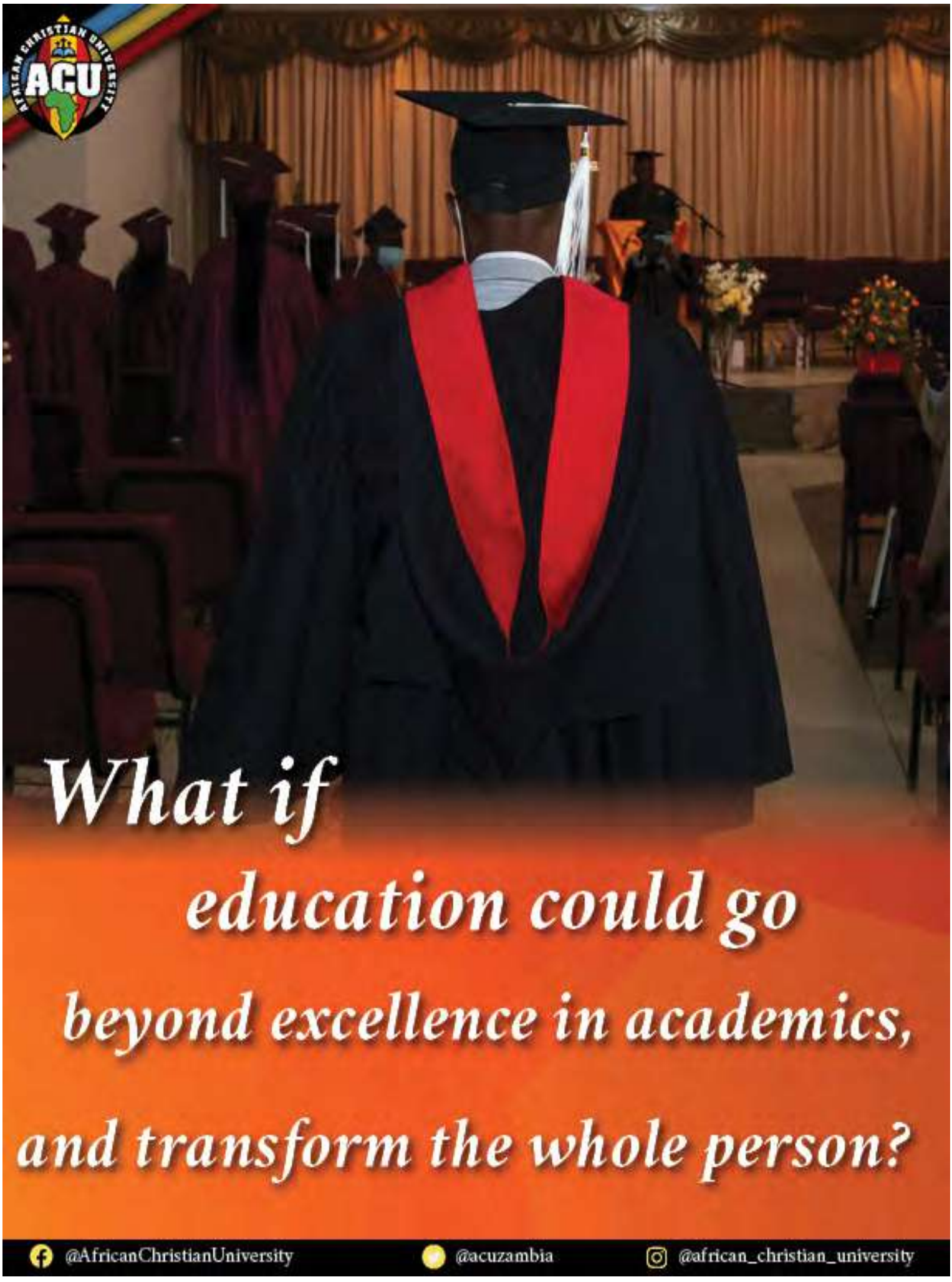
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FOREWORD

A most noticeable feature of the impacts of the Coronavirus Disease, 2019 (COVID-19) on the higher education sector in Zambia and elsewhere in 2020, was its disruption of teaching and learning activities. Higher education, like other social sectors, was thrown into a period of uncertainty. Faced with closure of higher education institutions (HEIs) and restrictions on physical contact between learners and lecturers, it was evident that radical shifts in teaching and learning needed to be made to cope with the effects of the pandemic. Thus, to survive, in what was to be termed 'the new normal', HEIs turned to alternative education approaches. Aided by advances in technology, e-learning emerged as the most dominant alternative adopted by HEIs. While for some, this transition was swift, others had to grapple with various bottlenecks associated with the use of e-learning technology. These sudden changes that HEIs had to make and the challenges that came with them are important to document for the purpose of generating lessons on how to adapt in such times of uncertainty. It is for this reason that the Government welcomes the publication of this state of higher education report that focuses on teaching and learning during the COVID pandemic period.

The report aptly examines the experiences of education managers, lecturers and students during this period. It details the struggles of some and the opportunities of others. In addition, the report provides vital statistics on the higher education sector in terms of student enrolment, graduation rates, staffing levels and learning programme accreditation activities during the pandemic-riddled year of 2020. These statistics are crucial to understanding the shape and size of the sector during this period.

It is the hope of the Government that the recommendations from the state of higher education report will play an important role in helping the sector overcome the long-lasting effects of the pandemic and prepare HEIs for similar occurrences in the future. The Government, on the other hand, will continue to render support to the Higher Education Authority and other actors in addressing challenges in the higher education sector.

Mrs. Kayula Siame
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EXECUTIVE SUMMARY

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 annual state of higher report has two main objectives. First, the report is aimed at providing annual reliable statistics on the higher education sector. The statistics provide insight into the size and shape of the higher education sector in each year reported. Second, the publication of the report is aimed at providing a platform for discussing emerging issues in the higher education sector.

For the higher education sector, the year 2020 was unlike any other year because of the global Coronavirus Disease, 2019 (COVID-19) pandemic. In March, 2020, the country recorded its first COVID-19 case and this triggered a series of changes in the sector. The changes, which included closure of higher education institutions (HEIs) and restrictions on some educational activities, had significant effects on teaching and learning in the country. Thus, in recognition of these changes, the 2020 State of Higher Education report, in addition to providing statistics on the sector, has an explicit focus on the reactions of the higher education sector to COVID-19-induced changes. In particular, the report highlights the experiences of HEIs, its lecturers and students in coping with COVID-induced changes. The theme of the 2020 report, Teaching and Learning in the New Normal, is meant to reflect these changes and experiences.

The report is based on both secondary and primary sources of data. Secondary data was based on institutional audit reports, accreditation reports and annual reports of selected HEIs in Zambia. To collect primary data, two types of surveys were conducted. In the first survey, statistical data on student enrolment, graduation rates, staffing and academic programmes offered by HEIs was collected from 62 universities.

The second survey had an explicit focus on teaching and learning during the COVID period. In this regard, data was collected from students, lecturers and education managers in selected HEIs. In addition to data collected by the Authority, the report's sections on the experiences of HEIs during the COVID pandemic are complemented by chapters from external authors drawn from various HEIs.

The results of studies carried out by the Authority and external authors are reported over several chapters. The studies show that the higher education sector in Zambia has continued to grow in terms of academic staff, student enrolment, graduation rates and the variety of learning programmes being offered by various HEIs. Further, the report shows that a number of developments with implications on the higher education sector occurred in the year 2020. These included the development of Standards and Guidelines for Quality Assurance in Higher Education (ZSG-QA), development of Student Transfer Guidelines and legal reforms aimed at amending the Higher Education Act of 2013. While the ZSG-QA and student transfer policies provide guidelines to HEIs on several quality assurance issues, the legal reforms were embarked on to broaden the categories of HEIs, integrate learning programme accreditation criteria in the law and harmonise the accreditation process with professional bodies.

In terms of the experiences of HEIs during the pandemic, the report shows that the COVID-19 posed various challenges for learners, lecturers and educational managers. In the face of closure of HEIs and restrictions on physical contact between lecturers and learners, most HEIs turned to online teaching and learning. However, lecturers and learners had to grapple with challenges such as inadequate information and communication technology infrastructure, poor internet connectivity and lack of internet bundles, among others. Lastly, an important point to note from the experiences of various actors during the pandemic is that most HEIs were unprepared for the changes that occurred during this period.

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ACKNOWLEDGEMENTS

The production of the report on the State of Higher Education in Zambia 2020: Teaching and Learning in the New Normal, would not have been possible without the efforts of various stakeholders who contributed to its publication. Special appreciation is extended to those who authored and edited the report and to external authors who provided various articles, including those whose articles were not included in this report. I would like to thank both public and private universities for providing data on key thematic areas including learning programmes, student enrolment, staffing and graduation statistics; and for working closely with the Higher Education Authority.

Lastly but not the least, special gratitude is extended to the Board, Management and Staff of the Authority for their tireless efforts in ensuring that this report was published. I wish to thank the Ministry of Higher Education for its continued support to the Authority in the execution of its mandate.

Prof. Stephen Simukanga
Director-General
Higher Education Authority

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ACRONYMS AND ABBREVIATIONS

COVID-19	Coronavirus Disease
HEA	Higher Education Authority
HEA-IMIS	Higher Education Authority Integrated Management Information System
HEI	Higher Education Institution
ICT	Information and Communication Technology
ISCED	International Standard Classification of Education
IT	Information Technology
LPE	Learning Programme Expert
PG	Postgraduate
PhD	Doctor of Philosophy
STEM	Science, Technology, Engineering and Mathematics
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNILUS	University of Lusaka
ZAQA	Zambia Qualifications Authority
ZICTA	Zambia Information and Communications Technology Authority
ZSG-QA	Zambia Standards and Guidelines for Quality Assurance

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CHAPTER ONE

OVERVIEW

1.1 Introduction

The Higher Education Authority (HEA) continued to meet its quality assurance obligations in 2020 through registration of private higher education institutions (HEIs), accreditation of learning programmes of both private and public HEIs, institutional audits, inspections and surveillances. By the end of 2020, there were nine public universities and 53 private universities. The universities were in seven of the 10 provinces of Zambia as follows: Lusaka had four public and 38 private universities; Copperbelt had two public and eight private universities; Muchinga had one public university; Central had two public and two private universities; Western had two private universities; and Southern had three private universities. In 2020, the HEA registered one private university (Open Window University), which is part of the 53 private universities.

By the end of 2020, a total of 425 learning programmes were submitted for accreditation, out of which 270 were evaluated. Out of the evaluated learning programmes, 132 learning programmes were accredited while 138 were rejected. A total of 155 learning programmes were still undergoing processing.

The year 2020 was uncharacteristic with the dawn of the worldwide breakout in 2019 of the Coronavirus Disease (COVID-19). The COVID-19 occurrences in Zambia became remarkable in March 2020 to the extent that the Zambian Government instituted restrictions of operations, among many other measures of managing the spread of the virus. The major measures included rotational working arrangements for staff, whereby members of staff reported for office-based and home-based working schedules to reduce concentration of staff at workplaces. Other restrictions were on travel to institutions outside own workplaces, within and outside districts. The COVID-19 pandemic affected the operations of the HEA owing to the fact that most of the functions of the Authority are field-based. HEIs were also affected by the pandemic and the attendant measures that the Government instituted. The HEIs had to suspend conventional face to-face modes of delivery and were directed to develop and offer services using virtual electronic platforms.

This State of Higher Education Report 2020 is centred on the effects of the pandemic; it reflects the effects of the COVID-19 experiences and coping mechanisms that the HEA and the HEIs undertook. In comparison to the State of Higher Education Report of 2019, it is evident that the HEA operations scaled down. Due to the seriousness of the impact of the pandemic, HEA decided to dedicate 2020 report to reflections on the effects on the pandemic hence the theme, Teaching and Learning in the New Normal. The reports herein show that many activities had to be suspended while some had to be modified.

The report also includes experiences of some HEIs with respect to the use of electronic platforms in their operations and service delivery.

1.2 Sources of Data for the Report

The report is based on primary and secondary sources of data and includes survey of HEIs data, institutional audit reports, accreditation reports and peer reviewed papers by individual academic members from various HEIs. A call for papers was published and submissions were selected based on originality and objectivity in accordance with the theme. Primary data was collected through a questionnaire survey and interviews with key actors in the sector.

1.3 Structure of the Report

The Higher Education Authority recognises the broad nature of the higher education sector that includes all post-secondary school education. However, the Higher Education Act Number 4 of 2013 limits the institutions that have been overseen by the Higher Education Authority to universities and colleges other than those that are under the aegis of the Teaching Council of Zambia and the institutions of technical, vocational and skills nature that are under the Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA). This report, therefore, limits its scope to the institutions that are overseen by HEA which are mainly universities.

The report has maintained the aspect of providing the annual statistics and facts on the sector in terms of established and registered public and private HEIs. It has, however, integrated some papers on institutional reflections of the effects of the pandemic in chapters three and four as well as the potential of the use of information and communication technology in chapters eight and nine.

Chapter Two is on opportunities and challenges for private HEIs in the wake of the COVID-19 pandemic in Zambia. It argues that while the pandemic provided opportunities for private universities to salvage their academic calendars through e-learning platforms, they also faced numerous challenges which included revenue loss, decreased student enrolment, reduced learning contacts and widened digital divide among students. The chapter recommends that the Government must introduce tax exemptions on educational technology devices purchased by private universities and further extend the student loan scheme policy to private institutions to ensure equal access to higher education.

Chapter Three details the experiences of education managers, lecturers and learners during the COVID-19 pandemic. The chapter provides insights on how Zambia's higher education sector adapted to the new normal with respect to teaching and learning.
Chapter Four provides perspectives from Chreso University on staying afloat in the provision of higher education amidst a global pandemic. The study presents the measures initiated and implemented by the university to navigate the constraints inflicted by the pandemic, and the challenges and successes recorded in the quest to remain afloat in a competitive higher education landscape.
Chapter Five deals with sustainable teaching and learning through enhanced linkages between the Government, HEIs and industry in the wake of the COVID-19 pandemic, as a way of seeking alternative means of delivering higher education.
Chapter Six discusses statistics on academic staff and students in public and private universities in Zambia.

Chapter Seven describes the process and procedure of accreditation of learning programmes by the HEA. It is aimed at clarifying the roles and responsibilities of the HEIs and the HEA in the accreditation of learning programmes.
Chapter Eight presents new developments in higher education in Zambia. Among these developments include the introduction of new standards and guidelines for quality assurance in higher education in Zambia, development of national student transfer guidelines, and legal reforms aimed at amending the Higher Education Act of 2013. This chapter also examines the implications of these new developments for higher education in Zambia.

Chapter Nine is concerned with the state of information and communication technology (ICT) in Zambian HEIs. It builds a case on the opportunities and challenges the use of ICT poses in the provision of higher education.
The report also has appendices that provide information on established and registered HEIs and the accredited learning programmes in the country.

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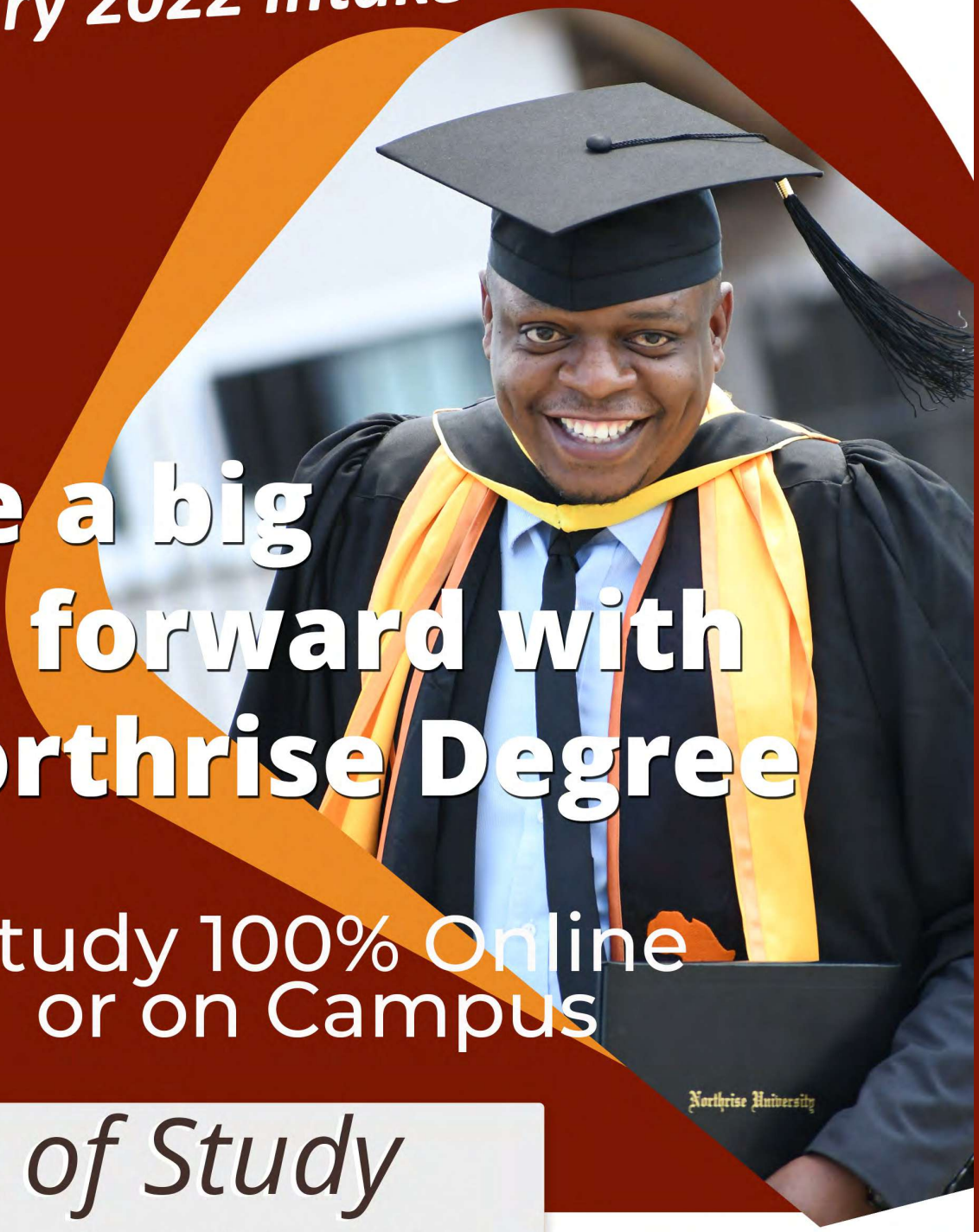

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CHAPTER TWO

OPPORTUNITIES AND CHALLENGES FOR PRIVATE HIGHER EDUCATION INSTITUTIONS IN THE WAKE OF THE COVID-19 PANDEMIC IN ZAMBIA.

EDWARD MBOYONGA
DOCTORAL RESEARCH FELLOW, UNIVERSITY OF THE FREE STATE

2.1 Introduction

The spread of the COVID-19 pandemic has led to a global health crisis with devastating effects on several sectors in many countries, including education. Together with tourism and travel, the higher education sector constitutes the major sectors globally that have been upended by the COVID-19 pandemic (The Economist, 2020). Within the African higher education landscape, private universities have borne the full brunt of the effects of the COVID-19 pandemic and its induced lockdown, thereby threatening the viability of the private higher education sub-sector (Kokutse, 2020). The situation is even more precarious given the absence of public funding that characterises most private higher education systems across Africa. Against this background, this chapter examines Zambian private higher education provision in the wake of e-learning under the 'new normal' by highlighting the opportunities and challenges of the COVID-19 lockdown to the sub-sector. Firstly, it provides an overview of the pandemic's impact on higher education by drawing on private universities' experiences in sub-Saharan Africa. The chapter then discusses the pandemic's opportunities and challenges for private universities in Zambia and concludes by offering recommendations for enhancing e-learning.

Methodologically, the chapter draws on a descriptive qualitative case study of two private universities, including one of the country's earliest private universities located in Lusaka, and a vibrant university with a specialised satellite campus in Chipata. The use of the two institutions was not for comparison but for enabling an in-depth understanding of the opportunities and challenges of COVID-19 to the private higher education sub-sector. The main data collection tools were interviews with lecturers and focus group discussions with students from the two institutions. These were supplemented by a systematic desktop review of institutional documents, websites, official social media platforms and literature. The data generated was thematically analysed.

2.2 COVID-19 and its impact on higher education institutions

The disruption of societies and economies caused by the COVID-19 outbreak has exacerbated the pre-existing global education crisis, impacted education in unprecedented ways, and placed the global education system in an emergency-response mode (World Bank, 2020, 2021b). According to the United Nations (2020, p. 2), "the COVID-19 pandemic has created the largest disruption of education systems in history, affecting nearly 1.6 billion learners in more than 190 countries and all continents". At the peak of the pandemic, close to 220 million tertiary education students worldwide were affected by the closure of universities (World Bank, 2021b).

Several studies acknowledge that the pandemic has sent shockwaves in higher education, leading to increased risk of student dropouts, reduction of government budgets and public spending, lecturer redundancy, salary cuts, mental stress for both students and staff, disruption of teaching and learning, and rapid digitalisation of the higher education curriculum, among other impacts (Agaba, 2020; Mbonyinshuti, 2020; World Bank, 2020, 2021a; Tamrat, 2021). Since the outbreak of COVID-19, two-thirds of the low and lower-middle-income countries have had their budget allocation for education drastically reduced (World Bank, 2021a).

The consequence of the COVID-19 pandemic is even direr for the private higher education sub-sector, especially in sub-Saharan African countries where most private universities rely on student user fees for their daily operations. A recent study in Ethiopia found that private universities operated under severe conditions such as reduced productivity among staff and constrained institutional capacities in meeting the operational costs related to salaries and rent (Tamrat, 2021). In Ghana, the closure of universities presented a myriad of financial burdens for the private higher education sub-sector. It led to a reduction in student enrolment and an increase in unpaid tuition fees on the part of students, thereby making it impossible for some private universities to pay lecturers' salaries (Kokutse, 2020). Similarly, the pandemic has placed a huge financial burden on the Rwandan private higher education sub-sector, resulting in pay cuts, redundancy cases among administrative staff and lecturers, and salary delays (Mbonyinshuti, 2020). Likewise, private universities in Uganda have struggled financially and have thus called upon the government to introduce tax exemption as an incentive to sustain the sub-sector in the wake of the pandemic (Agaba, 2020).

Hitherto, discourses on the impact of COVID-19 on education in Zambia have concentrated on public education provision in primary and secondary schools (Sintema, 2020) and public universities (Mukwena and Sinkala, 2020; Mulenga and Marbán, 2020) without addressing experiences of private higher education. On 18th March 2020, the Republican President confirmed the first two cases of the COVID-19 virus in Zambia (Lusaka Times, 2020). After that, national restrictions and measures were imposed to contain its spread, and all schools were indefinitely closed on 20th March. Students vacated campus residences, while lecturers and support staff were required to work from their homes. The COVID-19-induced restrictions dramatically altered education provision in the country as learning institutions suspended contact learning sessions.

Broadly identified impacts of the COVID-19 pandemic on learning and teaching in Zambia are the interruption of the academic calendar, reduced contact hours between lecturers and students, mental stress and inadequate technological competencies. With the academic calendar disrupted, students on teaching practice, clinical experiences, and other forms of internships had their attachments abruptly cancelled. The practicum components of all programmes were also suspended until the resumption of physical contact teaching sessions. In highlighting the impact of the COVID-19 pandemic on learning, a health science student at a satellite campus in Chipata remarked that learning took place from 08:00 to 16:00 daily before the pandemic; however, during the lockdown, they only had one course per day for two hours. Additionally, it led to considerable stress related to poorer mental health, coping, teaching and learning, and the pandemic's uncertainties for both lecturers and students. The lecturers complained that they regularly received phone calls from students outside working hours, which was very stressful. Learning was also affected by a lack of technological pedagogical knowledge as both students and lecturers experienced challenges in using e-learning tools. The lack of expertise in online delivery on the part of the academic staff reflects the low utilisation of digital technologies as pedagogy tools in Zambian higher learning institutions (HEIs) (Mukwena and Sinkala, 2020).

2.3 Opportunities and challenges for private universities in the wake of the COVID-19 pandemic in Zambia

Although the COVID-19 pandemic caused massive disruption to learning, education systems worldwide swiftly reacted and adapted to the situation (United Nations, 2020). In Zambia, as elsewhere, universities' learning and teaching environments dramatically shifted to non-contact learning via various online platforms like Astria, Moodle, Canvas, Zoom, and Google tools. The Moodle platform was widely used in the universities to post PowerPoint lecture files, assignments, project guidelines and other class-related files. Lecture recordings were also sent to students to enable them to study and learn at their convenient time. Social media platforms like WhatsApp and Facebook also facilitated remote learning. They also served as channels of communication between universities and the wider student community. A recent publication shows that universities in developing countries effectively used social media platforms to sustain teaching and learning during the COVID-19 lockdown (Sawahel, 2020). Even management of events like open days, orientation and graduation ceremonies shifted virtually, due to social distancing policies.

The COVID-19 crisis also allowed partnerships between private universities and mobile service providers to make online learning accessible to students. For instance, the University of Lusaka (UNILUS) partnered with MTN Zambia making it possible for their students to access the institutional e-learning platforms at no cost (UNILUS, 2020). Such partnerships helped students adapt to e-learning without worrying about data costs during the period of restrictions, even though it was restricted to particular networks. Besides such partnerships, some institutions like Rockview University provided their lecturers with weekly data-bundle vouchers to ensure smooth learning without placing a financial burden on academic staff.

The pandemic further provided incentives for the digitalisation of libraries in private universities to mitigate the pandemic's challenges on teaching and learning. In particular, the e-library platforms were updated with various resources such as books and journal articles accessed remotely by students through university websites. Some institutions like UNILUS had their libraries open to allow students to borrow or return books during the period of restrictions. However, despite these initiatives, private universities faced many challenges due to the COVID-19 pandemic, as highlighted below.

The premature closure of learning institutions had far-reaching consequences for universities, and private universities in particular. The pandemic has affected the financial well-being of the private higher education sub-sector. Considering that private universities rely heavily on students' tuition fees, most of them have multiple intakes within a single academic calendar to widen their capital base. Therefore, with the disruption of the regular academic calendars, enrolments for mid-year intakes were affected, and residential schools for distance learning programmes temporarily suspended; thus, many private universities missed out on the potential source of regular income. Additionally, while Zoom platforms became famous for live lecture sessions, universities mainly relied on the cheaper and free version of Zoom, thereby restricting meetings to less than an hour. Such restrictions affected effective learning by reducing the duration of lecture sessions.

Despite recent faculty retention improvements in private universities, many of them still rely heavily on part-time lecturers. The COVID-19 pandemic has led to a loss of employment for part-time lecturers in some institutions. As learning institutions adopted e-learning, contact hours between students and lecturers reduced, and in some cases, there was no provision for either tutorials or laboratory demonstrations. Consequently, part-time staff like tutors and laboratory demonstrators were made redundant. Furthermore, e-learning affected students' learning outcomes (Mukwena and Sinkala, 2020), especially those in natural and health sciences who missed out on the practical aspects as they had no access to laboratories during the period of restrictions.

The COVID-19 pandemic has further laid bare the widening digital divide in education globally (United Nations, 2020). According to Mukosa and Mweemba (2019), the digital divide counts as a significant hindrance in e-learning for HEIs in Zambia. Their study established that "the high cost of internet access and poor quality of internet speed are the biggest challenges that the successful implementation of e-learning in Zambia faces" (Mukosa and Mweemba, 2019, p. 864). Even though some private universities negotiated with mobile internet providers to make online classes accessible for their students during the period of restrictions, students still faced a myriad of challenges that hindered their learning.

The main hindrances faced by students across the two institutions in adapting to e-learning include lack of personal physical space for learning, poor network issues, expensive data bundles and the lack of devices such as tablets, smartphones, laptops or computers. Similar findings have been documented on the challenges of e-learning in Zambia (for example, Mukosa and Mweemba, 2019; Bwalya, 2020; Mukwena and Sinkala, 2020). The shift to e-learning was even more challenging for those coming from lower socio-economic backgrounds who cannot afford connectivity due to the high cost of internet bundles and those in rural areas with no mobile network coverage and electricity.

2.4 Conclusion and recommendations

Globally, the COVID-19 shutdown has ushered in a 'new normal' that offers HEIs opportunities to pursue remote and distance learning. The chapter has demonstrated how Zambian private universities have remained resilient amidst the COVID-19 global shockwave in education by shifting classes and calendar events like open days, student orientations and graduation ceremonies to various virtual platforms. The agility of these institutions to quickly shift to e-learning is commendable. Notwithstanding the above, the COVID-19 pandemic and its induced digital shift have also caused several challenges in private universities, such as revenue loss, reduced student enrolment, lecturer redundancy, and exacerbating the digital divide among students. To enhance e-learning in private HEIs during the COVID-19 era and beyond, the Government should introduce tax incentives on education materials purchased by private universities, such as computers, laptops and other digital technologies. It must also extend the student loan scheme policy to private universities to ensure equal access to higher education. Finally, private universities should regularly train their academic staff in digital technology skills and partner with other organisations to enable their students to purchase information and communication technology equipment cheaply.

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CHAPTER THREE

COPING WITH COVID-19 IN ZAMBIA'S HIGHER EDUCATION SECTOR: EXPERIENCES OF EDUCATION MANAGERS, LECTURERS AND LEARNERS

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3.1 Introduction

The disruptive effects of COVID-19 witnessed throughout the global economy and people's daily lives in 2020 did not spare the higher education sector. With COVID-19 came challenges in higher education management, learning and teaching because classes could not be conducted using the traditional face-to-face mode. Managers of higher education institutions (HEIs), in conjunction with lecturers, had to come up with ways to conduct one of their main businesses – teaching. On their part, students had to adapt to the new ways of learning that evolved during the pandemic. The adaptation had to be made quickly because institutions were shut at short notice. Yet, learning had to continue. This chapter deals with the experiences of management, lecturers and students in coping with COVID-19 in the 2020 academic year.

The data used in the chapter is based on a questionnaire survey of selected universities in Zambia. Questionnaires were sent to 24 HEIs to find out how they were managing and conducting teaching and learning during the COVID-19-induced closure of their institutions. The questionnaires solicited information from management, lecturers and students. The results are reported in terms of the experiences of managers in superintending over learning in the new normal, lecturers' transitioning to new teaching modes and students' coping with learning during the COVID-19 period.

3.2 Experiences of managers

One of the most prominent impacts of COVID-19 on the higher education sector was its disruptive effect on teaching and learning, particularly for those institutions involved in traditional face-to-face delivery of education. To cope with the disruption, managers of HEIs were left with the responsibility of steering their institutions towards alternative modes of teaching and learning. Indeed, when the management of the 24 HEIs surveyed were asked about learning approaches they used during the closure of their institutions in the face of COVID-19, only three (12.5%) reported that they had continued to use the face-to-face approach to teach. Twenty (83.3%) reported that they blended online with face-to-face teaching while one (4.2%) reported that it only used online teaching.

The teaching approach chosen by an institution was necessitated by availability, or lack thereof, of information technology (IT) facilities, adequacy of infrastructure, mode of learning programmes, nature of learning and number of students. Thus, the nine (37.5%) HEIs that lacked or had inadequate IT facilities used approaches that were less dependent on IT while the seven (29.2%) that had adequate IT facilities used approaches that relied on IT most of the time. Interestingly, two HEIs reported choosing their teaching approaches on the basis of infrastructure. One (4.2%) HEI reported choosing its approach because it had adequate physical infrastructure while another (4.2%) reported choosing its approach for the opposite reasons.

The delivery mode of a learning programme before the advent of COVID-19 was another important factor in choosing an approach. It is safe to say that for students on the distance education mode, the only negative repercussion they suffered during the COVID-19-induced closure was missing face-to-face residential school since they were already on various online platforms such as Astria, Moodle and others.

It is for students pursuing programmes on the full-time mode that management had to quickly devise

new ways of teaching because the traditional face-to-face methods had become synonymous with death. However, as much as HEIs wanted to save both teaching staff and students from COVID-19, the nature of learning in some programmes required face-to-face delivery of lessons. Thus, teaching staff asked management to allow students doing courses requiring laboratories and practical work to continue with face-to-face lessons provided both the lecturers and students observed safety measures. Although this worked with the first wave of COVID-19, it became clear with the second wave that it could not be sustained.

Some of the programmes that had hitherto remained face-to-face had to find new ways of conducting laboratory and practical work virtually or defer the two. The problem was, if the two were to be deferred, for how long would they be deferred since no one knew how long the pandemic was going to last?! Can videos really give students practical knowledge of science, for instance? Something had to be done. Thus, in some institutions (for instance, the case of the University of Zambia (UNZA) engineering and mining learning programmes), laboratory technicians resorted to recording laboratory and practical work and uploading them on e-learning platforms such as Moodle for students to watch, in the hope that when they report for class in person, they could then be asked to carry out the laboratory exercises. Meanwhile, programmes like veterinary and human medicine (again, in the case of UNZA) clang on to face-to-face teaching as they were yet to find a way to overcome the COVID-19 obstacle.
For the reasons given above, HEIs chose various virtual platforms for their delivery of classes. Of the 24 surveyed HEIs, 13 (54.2%) chose Moodle, one (4.2%) chose Blackboard while 10 (41.7%) chose platforms such as DMI Max Software, G-suite, Tutelage, Virtual Space and Zoom. To facilitate delivery of learning via these platforms, staff needed to be trained. Thus, from the survey, managers of 20 HEIs (83.3%) reported that they had trained their members of staff in online teaching while four (16.7%) reported that they had not trained them.

On challenges experienced with online teaching and learning, management of four (16.7%), of the 23 HEIs that responded to a question on challenges, reported that they had no gadgets to facilitate online teaching and learning. Four (16.7%) reported network challenges that had made it hard to conduct online teaching and learning. Another four (16.7%) management teams of HEIs reported challenges of the older members of staff struggling with the technology needed for online lessons. Eight (33.3%) HEIs had unreliable internet while the remaining three (12.5%) indicated that financial costs and implications were the main challenges they experienced. To ameliorate connectivity problems and provide better e-learning, management teams of eight (33.3%) of the 24 surveyed HEIs, made arrangements with mobile network providers. The remaining 16 (66.7%) did not.

3.3 Teaching staff experiences

At the time when COVID-19 was being considered a hoax, COVID-19-induced changes came as a shock to some teaching staff. Their institutions had to be closed to protect them and their students from the pandemic. Before they could recover from the shock, their management teams were issuing instructions for them to continue teaching online while simultaneously requesting those who had not attended online teaching training to do so. Hurriedly, some attended a one-day online teaching course after which they were expected to start executing their duties with excellence. Some members of staff, even in HEIs where training was offered, had no training. For institutions where training was offered, the training window closed too soon. Needless to say, there were those who never received training because of lack of technological facilities or equipment necessary for online teaching.
Whatever the case was, teaching had to continue. Much of it had to be digital in form. Of the 24 HEIs surveyed, teaching staff of eight institutions (33.3%) used Moodle while sixteen (66.7%) used digital platforms like Claned, Google Classroom, Tutelage, WhatsApp note sharing and Zoom. It is important to point out that in cases where teaching staff found the official platform too cumbersome, they opted for others. In some cases, lecturers opted for non-official platforms because official platforms excluded students who had not paid tuition fees. Fearing that they would be instructed by management to teach and assess the same students when they paid as is often the case, lecturers chose platforms that enabled them to teach every student.
When asked whether they had received some training on online teaching, teaching staff from 14 (58.3%) HEIs admitted that they had, while those from 10 (41.6%) said they had not received any training before being involved in online teaching. One only wonders how the latter managed to deliver! Asked how often

they used the assigned platforms, lecturers from 13 (54.2%) HEIs reported that they used the platforms frequently. Teaching staff from two (8.3%) HEIs reported that their use of the platforms was rather infrequent while some teaching staff from nine (37.5%) HEIs reported that they needed time to understand the technology. Others from the same nine HEIs reported that they found the technology inappropriate.

A total of 16 HEIs responded to the question on challenges. Teaching staff from one (4.2%) HEI reported that they did not have gadgets to facilitate online teaching. Teaching staff from two (8.3%) reported that they were experiencing network challenges while those from four (16.7%) reported experiencing struggles with the technology needed to execute online teaching. Lecturers from seven (29.2%) HEIs reported that unreliable internet access was posing a problem to online teaching while those from two (8.3%) reported being frustrated by such challenges as load-shedding, low student performance and financial implications.

The problem of financial implications was widespread because although management of most HEIs had urged teaching staff to work from home, they neither provided laptops nor allowances for bundles. This meant that staff either risked going to the office to work on desktops and institutional internet, where and when it was accessible, or buy their own laptops and use their own money on bundles. That is not to underestimate load-shedding. This was so serious that it often led to cancellation of classes in progress or moving classes to unfriendly hours of the day.

3.4 Student experiences

Like lecturers, students were caught completely off guard by COVID-19-induced changes, but they had to adjust quickly. Students from five (20.8%) HEIs had to switch to use of Moodle, those from 10 (41.7%) HEIs to Blackboard, those from 15 (62.5%) HEIs found themselves using Astria while those from nine (37.5%) found themselves using digital platforms like Claned, Google classroom, WhatsApp and Zoom. It is important to emphasise that the platforms were chosen for students by managements of the HEIs. Of the 24 HEIs surveyed, only students from five (20.8%) reported receiving training on online learning while those from 19 (79.2%) did not.

As for challenges, students from two (8.3%) HEIs reported that they lacked gadgets needed for online learning. Students from six (25%) HEIs reported challenges of network. It is not surprising that most students experienced this challenge because they use mobile phones. Unfortunately, networks for Airtel and MTN are poor. While the network for Zamtel is better, its coverage is low. Students from nine (37.5%) HEIs reported experiencing such problems as expensive bundles, load-shedding and insecure platforms.

Others from another six (25%) HEIs reported having to struggle with technology. This complaint is not surprising considering that only students from five HEIs received training on online learning. The biggest challenge for students was unreliable internet access. Students from 15 (62.5%) HEIs reported this as their challenge. The challenge of access to internet could be a result of distance from mobile towers, distance from a town or even a result of lack of money.

3.5 Conclusion

This chapter has examined the experiences of Zambia's higher education sector in coping with COVID 19 from the perspective of three actors – education managers, lecturers and students. What is quite clear in their experiences is that the higher education sector was unprepared for the sudden changes induced by the spread of COVID 19 and the resulting restrictions on teaching and learning.

Faced with restrictions on physical interactions between lecturers and learners, the sector had to quickly turn to alternative teaching and learning modes. Online learning, aided by e-learning platforms, provided the best alternative to most higher education institutions. However, despite the opportunities offered by online learning, it is evident, from the chapter, that education managers, lecturers and learners had to grapple with a variety of challenges associated with use of online platforms. Among them include issues of access to internet, reliability of internet services, lack of training of both lecturers and students in use of e-learning platforms and how to conduct online practical sessions. These challenges all demonstrate the need for the sector to not only in invest in affordable and accessible e-learning technology, but also training of both lecturers and learners in e-learning in order to deal with present and future challenges that may inhibit physical interactions between lecturers and learners.

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CHAPTER FOUR

STAYING AFLOAT IN THE PROVISION OF HIGHER EDUCATION AMIDST THE COVID-19 PANDEMIC: PERSPECTIVES FROM CHRESO UNIVERSITY

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4.1 Introduction

The liberalisation of the Zambian higher education landscape has seen the exponential rise of private players in the provision of tertiary education. One such institution is Chreso University located in the heart of Lusaka with two other campuses, the Makeni Campus on the outskirts of Lusaka and Ndola Campus on the Copperbelt Province. Boasting of over 4,000 students, Chreso University runs on a vision of meeting the educational needs of today. As will become apparent, this vision was tested as the institution sought to survive and thrive during the global COVID-19 pandemic.

The history of Chreso University is neatly tied to the developments of the many service arms of Chreso Ministries, a church organisation based in Lusaka, which has been in existence for several decades. The Ministry's involvement in education started with primary and secondary schools. Its experience in the running of these institutions gave birth to the vision and passion to bring together a consortium of lecturers and researchers who would then establish what has now come to be known as Chreso University. Starting with the Faculty of Health Sciences in the first phase, the institution has grown into a fully-fledged university incorporating other faculties such as Postgraduate Studies, Education, Business, Hospitality, Public Health and Clinical Medicine.

4.2 Contextualising the study: Higher education amidst a global pandemic

Having historicised the founding and formative years of Chreso University, this section contextualises the chapter in the times of a global pandemic. Toquero (2020) is on point when he concludes that the dynamic challenges and demands of our times as occasioned by COVID-19 permeated and are still permeating the very fabrics of many institutions, such that institutions have had to (re)adjust so as to remain afloat. As a global pandemic, the effects of COVID-19 have been felt in all social, economic, and political sectors around the world. Asahi et al. (2021) remind us that in the quest of instituting social distancing or school closures to prevent and control the spread of the COVID-19 pandemic, the strategies have imposed substantial social and economic costs on society.

On 17th March 2020, the Health Minister directed that all schools, colleges, and universities be closed on 20th March in the wake of the Coronavirus pandemic that had affected most parts of the world (Lusaka Times, 2020). This came after the disease spread exponentially to all parts of the world. This was followed by instituting measures partly highlighted above to curb the spread of the virus. One of the striking measures was the suspension of physical lessons in all institutions of learning. This directive by the Government meant that institutions now had to institute modalities to conduct lessons through online systems. This was meant to ensure continuity in the provision of educational services in the country and for learning institutions to stay afloat amidst the prevalence of the COVID-19 pandemic (Rajab et al., 2020).

The United Nations Educational, Scientific and Cultural Organisation estimates that 138 countries have closed schools nationwide, and several other countries have implemented regional or local closures.

Writing with specific reference to higher education, Ali (2020) adds that a growing number of tertiary institutions have shut down in regard to face-to-face classes globally. He notes that the Coronavirus has revealed emerging vulnerabilities in education systems around the world such that it is now clear that society needs flexible and resilient education systems as we face unpredictable futures. In this regard, and in the quest to meet the educational needs of today as its vision stipulates, Chreso University declined to completely close during this difficult time. Instead, the institution repositioned itself to counteract the challenges imposed on education by the pandemic. It is on this thrust that the chapter draws on the lived experiences of the authors, who are themselves lecturers at the institution, to show how the institution stayed afloat during the pandemic.

4.3 Challenges imposed by the pandemic on the University

The major challenge which the university faced during the pandemic was the drastic reduction in revenues as the number of registered students significantly reduced. This was a trickle-down effect as many students withdrew citing failure to raise the needed fees as their sponsors were either unemployed or subjected to half-pay owing to the advent of the virus. For others, businesses were affected to the extent that they were unable to honour their obligations towards the university. This was not surprising, as Burki (2020) details how universities in other countries have been equally affected. In the United Kingdom, for instance, the COVID-19 pandemic had already cost United Kingdom universities an estimated £790 million. This is because the shutdown meant that accommodation, catering, and conference income evaporated.

The financing of higher education on the private higher education landscape is predisposed and anchored on the availability of funds as therein lies its survival. It is for this reason that Johnstone (2010) observes that no issue in higher education is as salient, or as controversial, as finance. As demand for higher education around the world grows, so do the costs associated with it. Similarly, Masaiti and Shen (2013) argue that the productivity, effectiveness, and efficiency of the university in the provision of educational services hinges on its financial strength. Therefore, it was inevitable that the drastic reduction in the university's financial revenues negatively affected its productivity, effectiveness, efficiency, and general smooth running.

Another important challenge during the pandemic centred on how to conduct online examinations. Conducting online examinations was problematic because many students, especially those whose sponsors were badly hit by the socio-economic challenges, complained, indicating that they had no money for internet bundles for them to access online lectures and later on to sit for examinations. This challenge is also acknowledged by Kharbat (2021) who notes that even though traditional face-to-face lectures had to be moved online with no purposeful planning, the biggest challenge has been the online assessment of the learning process. In the case of Chreso University, apart from the lack of funds for internet bundles, students in rural areas complained of poor internet networks. These hardships resulted in some students missing examinations on the actual day of writing. Thankfully, the university management was well-informed of the challenges that students faced and allowed for administering supplementary and deferred examinations later.

4.4 Measures implemented to counteract the challenges

For the university to remain afloat and contribute to the provision of education, management was swift to institute various measures. One of the initiatives was the scale-up of the Tutelage online platform to its fully-fledged capacity. Additionally, Zoom was integrated into the Tutelage online system for a better student experience. Lecturers were able to teach, assess and provide students with study materials. Sa et al. (2020) support the initiatives taken by Chreso University when they argue that these challenging conditions of COVID-19 can be a pivotal moment of opportunity for reshaping higher education, with the implementation, development, and diffusion, among academics and students, of digital technologies. Even though students, especially those who reside in rural areas, would complain of internet failure, the

system proved effective as an alternative mode of teaching and learning during the pandemic. Despite the financial constraints the university endured during the global pandemic in 2020, management was magnanimous enough to slash the tuition fees by between 5 to 10%. This was done in acknowledgment of the financial constraints faced by parents and guardians of the students.

As a way of enhancing effective teaching and learning, management also expedited the production of Talking Modules in all disciplines, which provided students with study materials while they were at home. While the production of modules has been an ongoing project in the university, during the outbreak of COVID-19, the process was expedited to meet the immediate needs of the students. Management organised a refresher training workshop to train all lecturers from the three campuses on module writing. This initiative helped the university provide students with enough study materials and this meant that lecturers would only interact with students online to clarify a few concepts that students could not grasp while studying on their own.

4.5 Conclusion: Surviving and thriving during the COVID-19 pandemic

Although Chreso University faced the challenges highlighted above, the university scored some successes. To start with, the university managed to conduct both two semesters on its 2020 academic calendar through online teaching and learning. This was complemented by face-to-face learning after the institution was opened within the phased opening approach as directed by the Ministry of Higher Education. Teaching, learning as well as assessments at all three campuses were successfully conducted. For the institution, this was an important achievement given the disruption to normal university operations induced by the pandemic.

Further, despite the many hurdles imposed by COVID-19, Chreso University recorded another milestone when it was able to conduct the first-ever virtual graduation ceremony successfully. Overall, Chreso University's experiences re-affirm the view that the challenging conditions imposed by COVID-19 can be a pivotal moment of opportunity for reshaping higher education, with the implementation, development, and diffusion, among academics and students, of digital technologies.

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CHAPTER FIVE

SUSTAINABLE TEACHING AND LEARNING THROUGH ENHANCED LINKAGES BETWEEN GOVERNMENT, HIGHER EDUCATION INSTITUTIONS AND INDUSTRY

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5.1 Introduction

The delivery of quality education in many higher education institutions (HEIs) globally has been impacted by the COVID-19 pandemic. The pandemic has not only affected higher education on a global scale (Bhagat and Kim, 2020) but it has also brought numerous challenges to higher education in general. The United Nations Children's Emergency Fund (2020) indicates that the impact of the pandemic on education generally was that there were more than 1.5 billion students in 190 countries who had been unable to attend school physically. As a consequence of this, educational institutions made a dramatic transition from traditional face-to-face learning to remote learning in a very short time period (Kandri, 2020). However, because many institutions of learning were unprepared for the new turn of events, a few had to quickly adjust and improvise cheaply available learning management systems to ensure learners could access learning content from home (Perrotta, 2020). However, as Bhagat and Kim (2020) have pointed out, merely transitioning content to an online learning environment is not sufficient; while transitioning to online delivery, online pedagogy should be incorporated too (Ni et al., 2020). Other challenges faced by students, teachers and institutions included non-existent and poor state of information and communication technology (ICT) infrastructure, bandwidth costs, and poor connectivity which had a direct bearing on the delivery of quality teaching and learning (Ibid).

Given that the threat of COVID-19 still persists, the inability to address the challenges that impede quality of online learning is counterproductive to the achievement of
Sustainable Development Goals, especially development goal number 4 which aims to ensure inclusive and equitable education (Policy Monitoring and Research Centre, 2020) and the promotion of lifelong learning opportunities for all (Ministry of Higher Education, 2019). This situation accentuates the need for various stakeholders to collaborate in the development of strategies for resolving challenges associated with online learning. In this regard, this chapter discusses the opportunities and challenges associated with developing linkages among stakeholders to promote use of remote teaching and learning in the higher education sector of Zambia.

5.2 Challenge: Preparedness for crisis

Like the case might have been elsewhere, the structures that support Zambia's education system were never prepared to counter the COVID-19-induced forces that would hit against the traditional channels of education service delivery. This unpreparedness at national level descended to individual institutions that, as Houlden and Veletsianos (2020) observed in similar studies, brings into question the preparedness of HEIs toward the forthcoming digital age of transformative learning. For poorly resourced public HEIs in Zambia, the challenge of access to quality online learning services had further been impacted by budgetary allocation constraints to the education sector in general. The Zambia National Education Coalition (2018) indicates that there was a funding decline since 2015. In 2015 the allocation was 20.2%; it then declined as follows: 2016, 17.2%; 2017, 16.5%; and 2018, 16.1%. The declining budgetary allocation in Zambia to a sector that is considered critical to human development

(United Nations Development Programme, 1990) is a serious source of worry in as far as quality service delivery of education is concerned, especially at a time when more resource investments are needed to circumvent traditional channels of service delivery for effective teaching and learning in the new normal.

5.3 Challenge: Quality concerns for remote learning

Research conducted by the Policy Monitoring and Research Centre (2020) indicated that the successful implementation of ICT in Zambia's educational system requires reliable and adequate infrastructure. This infrastructure should include internet and network connectivity, computer laboratories and electricity. A study conducted by the Zambia Information and Communications Technology Authority (ZICTA) showed that Zambia is relatively less electrified by global standards with only 32.9% of households in the country connected to the national grid (ZICTA, 2018). This status was also extrapolated to the education sector where only a few schools were connected to the national power grid, with most schools using alternative sources of energy (ZICTA, 2018).

According to ZICTA (2018), access to internet services among households increased from 12.7 % reported in 2015 to 17.7 % in 2018. ZICTA (2018) further established that mobile broadband services accessed through the smartphone were the most prominent source of internet services for households. While it was true that for sector-specific services such as financial services that were accessed via mobile broadband services on a smartphone were convenient and appropriate, the same could not be said about online learning services. Unless a smartphone was converted into a hotspot for connecting a laptop which was a suitable device for online learning, this was not possible when a desktop was brought into the picture for the reason that the desktop lacked the capabilities for wireless connectivity. Further, the concentration along the line of rail by most Internet Service Providers (ZICTA, 2018) and sparsely staggered communication towers by telecommunications operators deprived the uptake and quality of internet service to users resident outside the line of rail (World Bank, 2020).

5.4 Challenge: Online delivery

Another challenge was related to online delivery. While some HEIs temporarily halted face-to-face physical contact and transitioned to online learning, others continued with the blended approach supplemented by online resources such as recorded lectures while still observing the social distancing guidelines enforced by the Ministry of Health. As observed by Leung and Sharma (2020), although HEIs transitioned to adopt popular software applications such as Big Blue Button, Zoom and Google Meet, some lecturers were facing difficulties in maintaining the same level of student engagement and attention similar to the regular face-to face scenario. Aside the lack of resources necessary to make the transition into online learning possible, issues such as large enrolments, inadequate or limited access to the needed technologies and systems, dedicated technical support, and data storage capacity (Leung and Sharma, 2020) all impacted delivery of online learning. Lecturers further experienced enormous challenges grasping the use of learning management systems even though they might have been inducted on their use.

5.5 Overcoming the challenges

The ongoing pandemic has been a huge obstacle to HEIs worldwide. However, taking into consideration key aspects of online learning would definitely ensure adaptation to the needs of teaching and learning in the new normal (Bhagat and Kim, 2020), although this would require delving into the science of learning (Anderson, 2020) while taking steps to introduce various technological innovations to facilitate online teaching and still be able to deliver on the promise of learning and skills developments on the part of students (Barshay, 2019). Regardless, any change or implementation must be studied for its efficacy and usefulness from the perspective of the learners (Bettinger and Loeb, 2017). As emphasized by Barshay (2019), HEIs need to place greater emphasis on the most vulnerable student populations and ascertain that all online learning solutions, technology investments and set-up, and financial aid processes are in alignment with the best teaching and learning practices to facilitate better student engagement and connectedness to help them achieve a desired level of outcomes from the online learning process. In

agreement to observations made by Protopsaltis and Baum (2019) it is imperative that HEIs develop strategies to overcome the challenges related to online delivery, to fill the gaps created by the ongoing COVID-19 pandemic and make teaching and learning in the new normal attainable both in the short term and the long term.

5.6 Analysis

Given the challenges of our time exemplified in the 2019 National Higher Education Policy, the Higher Education Authority (HEA) working with HEIs and other stakeholders needs to explore the growing demand for higher education, the role of access, including equity, the quality and relevance of teaching and its implications for employability, and the role of research and development in higher education taking into consideration the changing reforms within the higher education sector. To this effect, and as observed in the Higher Education for Development report (World Bank, 2017), the participation of employers and the integration of their perspectives in higher education activities are important to ensure consolidation of linkages between tertiary education and industry for increased competitiveness. Further, the need to recognize and establish sustainable funding options to support higher education specific projects by industry and ensuring that such support initiatives extend beyond the lifespan of those projects are significant steps in fostering larger systemic change in the higher education sector. In other dimensions, effective communication and collaboration with industry by HEIs in the financing of higher education-specific budgets can reduce some operational challenges while creating linkages for mutual cooperation.

5.7 Conclusion

The COVID-19 pandemic has exposed the weaknesses inherent within the HEIs' ability to provide alternative channels to teaching and learning. While it is true that some of the challenges that relate to providing online delivery are largely due to inadequate national infrastructure, dwindling funding obligations by central government to particularly public HEIs contribute to corresponding poor investments in appropriate technologies that should position the delivery of teaching and learning in the new normal. However, through stakeholder engagement by the Government the adoption of strategies highlighted in this chapter should create strong linkages across the three key players namely the HEA, HEIs, and industry to sustain quality service education envisaged in the 2019 National Higher Education Policy.

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CHAPTER SIX

STATISTICS ON ACADEMIC STAFF AND STUDENTS IN UNIVERSITIES IN ZAMBIA

6.1 Introduction

This chapter discusses the 2020 statistics on academic staff, student enrolment and graduations in universities in Zambia. The chapter begins by presenting statistics on academic staff in universities in Zambia, disaggregated by academic rank, level of qualification and academic discipline. In the second part of the chapter, statistics on student enrolment, disaggregated by level of study and academic discipline are presented. Statistics on the number of students that graduated in 2020 by academic level and by academic discipline are presented in the last section of the chapter.

6.2 Statistics on academic staff in universities in Zambia

Academic staff play a very important role in the academic process of teaching and learning. The quality and quantity of academic staff have a bearing on the quality of graduates produced by universities. The quality of academic staff also impacts on the research output of an institution. Data on academic staff is presented by three main sub-themes, that is, by academic rank, level of qualification and field of specialisation. As stipulated in the Classification of Academic Ranks and General Promotion Criteria document, developed by the Higher Education Authority (HEA), academic staff were categorised into four main ranks, that is, Professor, Associate Professor, Senior Lecturer and Lecturer. Further, staff were categorised into three main qualification levels, that is, Doctoral degree, Master's degree and Bachelor's degree levels.

The number of academic staff in 2020 in both public and private universities was 5,256; this represents an increase in the number of academic staff by 1,058 from 4,189 which was reported in 2019. This increase represents a growth of 25% in the number of academic staff. The growth can be attributed to the establishment of new universities in the year under review.

Of the 5,256 academic staff recorded in 2020, 2,197 were employed by public universities while 3,059 were employed by private universities, representing 41.9% and 58.1%, respectively. This represents an increase in staffing levels for public universities by 1.8% and a 0.8% decrease in staffing levels for private universities. In 2019, the share of staffing levels for public and private universities was 40% and 60%, respectively. The increase in the number of academic staff in public universities is explained by the establishment and operationalisation of an additional public university, Levy Mwanawasa Medical University.

In terms of staffing by gender, male academic staff have continued to dominate in both public and private universities. Out of 2,197 academic staff in public universities, only 598 were females while 1,599 were males. This represents 27% and 73% of female and male academic staff in public universities, respectively. In private universities, the share of female academic staff was less than that of females in public universities. Out of 3,059 academic staff in private universities, only 811 were female while 2,248 were male. This ratio translates into 26.5% and 73.5% of female and male academic staff in private universities, respectively. Overall, the total number of female academic staff in both public and private universities was 1,410 while 3,846 were males. This represents 26.8% of females and 73.2% of males, respectively.

Table 6.1 shows the number of academic staff in both public and private universities by gender

Type of university	Male	Female	Total	%Male	%Female	%Total
Public	1,599	599	2,198	30.5	11.4	41.9
Private	2,247	811	3,059	42.7	15.4	58.1
TOTAL	**3,846**	**1,411**	**5,257**	**73.2**	**26.8**	**100**

6.2.1 Academic staff by academic rank

This section discuses statistics on academic staff in universities in Zambia by their academic rank. As already mentioned, the Classification of Academic Ranks and General Promotion Criteria recognises four academic ranks, that is, Professor, Associate Professor, Senior Lecturer and Lecturer. Therefore, data on academic staff by rank is disaggregated accordingly.

The number of academic staff in universities in Zambia has continued to grow in the lower and middle ranks of Lecturer and Senior lecturer, respectively. As shown in Table 6.2, there are still fewer senior and experienced academics at the ranks of Professor and Associate Professor in both public and private universities.

In 2020, there was a combined total of 262 Professors in both private and public universities, representing only 5% of the total number of academic staff. However, this also shows that the number of Professors in universities in Zambia has increased by 1.9%, from 3.1% which was reported in 2019. As shown in Table 6.2, out of the total number of Professors in public and private universities, 43 were in public universities while 219 were in private universities, representing 16.1% and 83.9% of academic staff at the rank of Professor in public and private universities, respectively.

At the rank of Associate Professor, there was a combined total of 217 academic staff for both public and private universities; this translates into 4% of the total number of academic staff. Out this number, 78 Associate Professors were in public universities while private universities had 139, representing 40% and 60% of academic staff at the rank of Associate Professor in public and private universities, respectively. In comparison with what was reported in the 2019 State of Higher Education report, there has been no change in the number of academic staff at the rank of Associate Professor. The share of Associate Professors to the total number of academic staff in both public and private universities has remained the same, at 4%, which is equivalent to what was reported in the 2019 report.

The variation in staffing levels at the rank of Professor and Associate Professor between public and private universities can be explained by the larger number of registered private universities in Zambia, which currently stands at 53 private universities, compared to only nine public universities. Private universities also tend to accommodate senior academics who retire from public universities, mainly due to comparatively more flexible employment terms in private universities, which also contribute to private universities attracting more retired senior academics. Further, this variation is also due to differing criteria for promotion, as criteria tend to be more relaxed in private universities than in public universities.

The rank of Senior Lecturer had the second highest number of academic staff in both public and private universities. There was a total number of 953 Senior Lecturers in both public and private universities. This represents 18% of the total number of academic staff. Out of this number, 267 Senior Lecturers were in public universities while private universities had 686 Senior Lecturers. This represents 28% and 72% of academic staff at the rank of Senior Lecturer in public and private universities, respectively. The number of Senior Lecturers has increased by 3.8%, from the share of 14.2%, which was reported in 2019.

As shown in Table 6.2, the rank of Lecturer had the highest number of academic staff in both public and private universities. There were 3,835 academic staff at the rank of Lecturer, representing 73% of the total number of academic staff in both public and private universities. Out of this number, 1,810 Lecturers were in public universities while private universities had 2,015. This translates into 47% and 53% of academic staff at the rank of Lecturer in public and private universities, respectively.

Table 6.2: Number of academic staff by rank and gender in universities in Zambia

University type	Rank	Male	Female	Total	%Male	%Female	%Total
Public	Professor	41	2	43	0.8	0.04	0.8
	Associate Professor	68	10	78	1.3	0.2	1.5
	Senior Lecturer	199	68	267	3.8	1.3	5.1
	Lecturer	1,291	519	1,810	24.6	9.9	34.5
Sub-total		1,599	599	2,198	30.5	11.4	41.9
Private	Professor	176	43	219	3.3	0.8	4.1
	Associate Professor	125	14	139	2.4	0.3	2.7
	Senior Lecturer	517	169	686	9.8	3.2	13
	Lecturer	1,430	585	2,015	27.2	11.1	38.3
Sub-total		2,248	811	3,059	42.7	15.4	58.1
TOTAL		**3,847**	**1,410**	**5,257**	**73.2**	**26.8**	**100**

In terms of academic staff by gender, males have continued to dominate in all academic ranks in both public and private universities, but as illustrated in Tables 6.1 and 6.2, the dominance is more pronounced in private universities.

At the rank of Professor, there were 217 male academic staff and 45 females in both public and private universities, which is 83% and 17% of the total number of male and female Professors, respectively. In public universities, there were only two female Professors while males were 41, representing 4.7% and 95.3% of the total number of Professors in public universities, respectively. However, there were more female Professors in private universities; out of 219 Professors in private universities, 43 were female while male Professors were 176. This translates into 19.6% and 80.4% of the total number of female and male Professors in private universities, respectively.

At the rank of Associate Professor, there were 24 females and 193 males in public and private universities, representing 11% and 89% of female and male academic staff at the rank of Associate Professor, respectively. Out of these numbers, private universities had 14 female Associate Professors and 125 males, representing 10% and 90% of female and male Associate Professors, respectively. There were 10 female Associate Professors and 68 males in public universities, representing 13% and 87% of female and male Associate Professors in public universities, respectively.

The share of female academic staff was the second highest at the rank of Senior Lecturer. At this rank, there were 237 females and 716 males in public and private universities, translating into 24.9% and 75.1% of female and male academic staff at the rank of Senior Lecturer, respectively. The majority of female Senior Lecturers were in private universities, which had 169 females and 517 males, representing 25% and 75%, respectively. At the same rank, public universities had 199 males and 68 females, which is 74.5% and 25.5% of male and female academic staff at the rank of Senior Lecturer in public universities, respectively.

The rank of Lecturer had the highest number of both male and female academic staff. There were 1,104 females and 2,721 male academic staff in public and private universities at the rank of Lecturer. This

represents 28.9% and 71.1% of female and male academic staff at the rank of Lecturer, respectively. In private universities, there were 585 female academic staff and 1,430 males at the rank of Lecturer, representing 29% and 71% of females and males, respectively. There were 519 female academic staff and 1,291 males in public universities at the rank of Lecturer, which translates into 28.7% and 71.3% of female and male academic staff at the rank of Lecturer in public universities, respectively.

6.2.2 Academic staff by level of qualification and gender

As was the case in the 2019 State of Higher Education report, the majority of academic staff in universities in Zambia are holders of Master's degrees while Doctoral degree holders are in the minority. As shown in Figure 5.1, there were 1,601 academic staff with Doctoral degrees in both public and private universities; this translates into 30.5% of the total number of academic staff. Out of this number, 790 were in public universities while 811 were in private universities, translating into 49.3% and 50.7% of academic staff with Doctoral degrees in public and private universities, respectively. The number of academic staff with doctoral degrees has been within the same range as reported in the 2019 State of Higher Education report. This shows that there has been very little progress in improving the number of academic staff with Doctoral degrees in higher education institutions.

As already noted in the preceding section, the majority of academic staff in both public and private universities were holders of Master's degrees. There was a total number of 3,230 academic staff with Master's degrees, the majority of whom were in private universities, which had 1,892, while 1,338 were in public universities. This translates into 58.6% and 41.4% of academic staff with Master's degrees in private and public universities, respectively. The higher number of academic staff with Master's degrees in private universities can be explained by the relatively smaller number of public universities in Zambia as compared to the number of registered private universities.

As shown in Figure 6.1, there were only 69 academic staff with Bachelor's degrees in public universities and 356 in private universities, bringing the total number of academic staff with Bachelor's degrees to 425. This translates into 16.2% and 83.8% of academic staff with Bachelor's degrees in public and private universities, respectively. The larger number of academic staff with Bachelor's degrees in private universities can be explained by the presence of more Diploma and Certificate programmes in private universities as fewer public universities offer Diploma and Certificate programmes.

Figure 6.1: Academic staff by qualification and gender in universities in Zambia

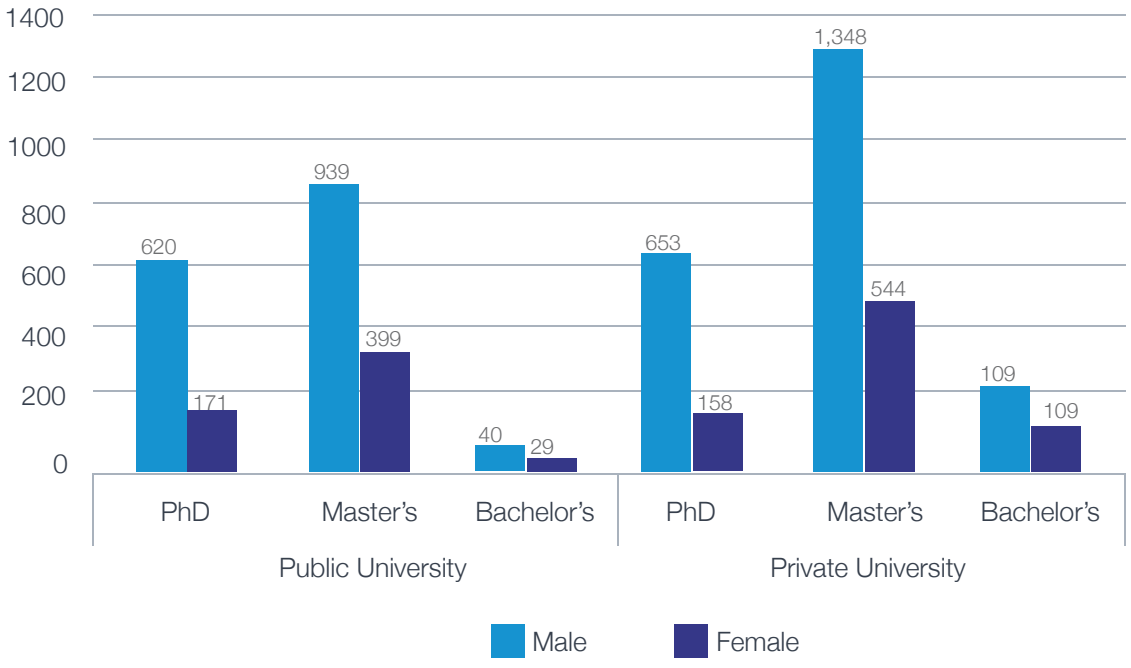


Figure 6.1 shows that there were more males in all levels of qualifications. However, females were particularly outnumbered at Doctoral level, where they only accounted for 20.5% against 79.5% of males with Doctoral degrees in both public and private universities. The majority of female Doctoral degree holders were in public universities which had 171 while 158 were in private universities, representing 51.8% and 48.2% of the number of females with Doctoral degrees in public and private universities, respectively.

Out of 3,230 academic staff who had Master's degrees, 2,287 were males and 943 were females, translating into 70.8 and 29.2% of male and female academic staff with Master's degrees, respectively. This shows that more females were holders of Master's degrees than Doctoral degrees. The majority of females with Master's degrees were from private universities which had 57.7% while 42.3% were from public universities.

The Bachelor's degree level had the lowest number of both male and female academic staff. As presented in Figure 6.1, there were 287 males and 138 females who were holders of Bachelor's degrees. This translates into 67.5% and 32.5% of male and female academic staff with Bachelor's degrees, respectively. Private universities had the highest number of females with Bachelor's degrees which was 109 compared to only 29 in public universities. This represents 79% and 21 % of females with Bachelor's degrees in private and public universities, respectively.

6.2.3 Academic staff by field of specialisation

Table 6.3 presents the number of academic staff by academic field. Academic fields are grouped according to the International Standard Classification of Education (ISCED). ISCED classifies learning programmes and related qualifications by field of study according to the broad domain and branch or area of content covered. ISCED provides a comprehensive framework for organising academic programmes by applying uniform and internationally agreed definitions to facilitate comparisons of education systems across countries. ISCED was adopted by the United Nations Educational, Scientific and Cultural Organisation (UNESCO) General Conference in November, 2011.

As shown in Table 6.3, the Health and Welfare field had the highest number of academic staff at 1,114, representing 21.2% of the total number of academic staff in both public and private universities. Education had the second highest number of academic staff at 1,066, representing 20.1% of the total number of academic staff in both public and private universities. The field of Education was followed by Business, Administration and Law, which had 911 academic staff, representing 17.3% of the total number of academic staff. The Arts and Humanities had the fourth highest number of academic staff at 649, representing 12.3% of the total number of academic staff. Engineering, Manufacturing and Construction had 337 academic staff, representing 6.4% of the total number of academic staff. The field of Natural Sciences, Mathematics and Statistics had 334 academic staff, representing6.4% of the total number of academic staff. The field of Social Sciences had 316 academic staff, this represents 6% of the total number of academic staff.

Furthermore, the field of Agriculture, Forestry, Fisheries and Veterinary Medicine had 313 academic staff, representing 6% of the total number of academic staff in both public and private universities.
Academic fields with the lowest number of academic staff were Information and Communication Technology, and Services and Hospitality with 158 and 23, respectively, representing 3% and 0.4% of the total number of academic staff in both public and private universities.

Table 6.3: Academic staff by academic field and academic rank in public and private universities

Academic field	Professors		Associate Professors		Senior Lecturers		Lecturers		Sub-total		Total
	M	F	M	F	M	F	M	F	M	F	
Agriculture, Forestry, Fisheries and Veterinary Medicine	13	0	15	1	48	7	170	58	247	66	313
Arts and Humanities	38	7	28	4	112	36	311	110	492	157	649
Business, Administration and Law	63	17	32	4	137	34	451	183	671	239	911
Education	29	8	45	6	152	58	557	230	765	301	1,066
Engineering, Manufacturing and Construction	8	0	16	1	23	4	240	42	290	47	337
Health and Welfare	32	5	35	8	121	62	524	324	715	399	1,114
Information and Communication Technology	7	1	4	0	13	2	106	22	133	25	158
Natural Sciences, Mathematics and Statistics	14	1	14	0	45	14	181	61	258	76	334
Services and Hospitality	0	0	0	0	0	2	11	10	11	12	23
Social Sciences	12	4	3	0	65	13	153	63	236	80	316
Others	1	2	1	0		5	17	1	29	7	36
TOTAL	**217**	**45**	**193**	**24**	**716**	**237**	**2,721**	**1,104**	**3,847**	**1,409**	**5,257**

As shown in Table 6.4, public universities had more academic staff in Science, Technology, Engineering and Mathematics (STEM) fields such as Engineering, Manufacturing and Construction; Health and Welfare; and Agriculture, Forestry, Fisheries and Veterinary Medicine.

In the field of Engineering, Manufacturing and Construction, public universities had 276 academic staff, while private universities had only 61 in the same field. This represents 82% and 18% of academic staff in this field in public and private universities, respectively. This was also the case in the field of Agriculture, Forestry, Fisheries and Veterinary Medicine, where public universities had 238 academic staff compared to only 75 in private universities, representing 76% and 24% of academic staff in this field in public and private universities, respectively.

In the field of Health and Welfare, public universities had 510 academic staff while private universities had 604. This translates into 46% and 54% of academic staff in the Health and Welfare field in public and private universities, respectively. This still represents a bigger share of academic staff in Health and Welfare for public universities; this is because there are fewer public universities (nine) compared to registered private universities, which currently stand at 53.

Table 6.4: Academic staff by academic field and academic rank in public universities

Academic field	Professors		Associate Professors		Senior Lecturers		Lecturers		Sub-total		Total
	M	F	M	F	M	F	M	F	M	F	
Agriculture, Forestry, Fisheries and Veterinary Medicine	8	0	11	1	31	4	130	53	180	58	238
Arts and Humanities	5	0	10	2	36	15	190	68	241	85	326
Business, Administration and Law	1	2	5	0	9	2	89	41	104	44	149
Education	3	0	6	3	20	16	256	93	285	112	397
Engineering, Manufacturing and Construction	4	0	12	0	19	4	200	37	235	41	276
Health and Welfare	11	0	15	4	37	15	257	171	320	190	510
Information and Communication Technology	0	0	1	0	2	1	9	3	12	4	16
Natural Sciences, Mathematics and Statistics	9	0	8	0	30	4	130	38	177	42	219
Services and Hospitality	0	0	0	0	0	0	2	5	2	5	7
Social Sciences	0	0	0	0	14	2	22	9	36	11	47
Others	0	0	0	0	1	5	6	1	7	6	13
TOTAL	**41**	**1**	**68**	**10**	**199**	**68**	**1291**	**519**	**1,599**	**598**	**2,198**

Table 6.3 illustrates that the majority of academic staff in universities in Zambia were in non-STEM fields. However, Table 6.5 shows that private universities had the highest number of academic staff in non-STEM fields. Non-STEM fields where private universities had the highest number of academic staff include Business, Administration and Law; Education; and Social Sciences.
In the field of Business, Administration and Law, private universities had 762 academic staff while public universities only had 149. This represents 83.7% and 16.3% of the total number of academic staff in the field in private and public universities, respectively.

As illustrated in Tables 6.4 and 6.5 , there was a total number of 669 academic staff in the field of Education in private universities while public universities had 397 in the same field. This translates into 81.9% and 18.1% of the total number of academic staff in the field of Education in private and public universities, respectively.

Further, private universities had more academic staff in the field of Social Sciences than public universities. Private universities had 269 academic staff in this field and only 47 were in public universities in the same field. This represents 85.1% and 14.9% of the total number of academic staff in the field of Social Sciences in private and public universities, respectively.

Further examination of Table 6.3 reveals insights about the spread of academic staff across the various academic fields in both public and private universities. Table 6.3 shows that most experienced academics at the rank of Professor are found in non-STEM fields of Business, Administration and Law; Education; and Arts and Humanities. These three fields accounted for 62% (162) of the total number of Professors in both public and private universities. The same trend is observed at the ranks of Associate Professor and Senior Lecturer where non-STEM fields had 119 and 529 academic staff in both public and private universities at the rank of Associate Professor and Senior Lecturer, respectively. This translates into 55% and 54.5% of Associate Professors and Senior Lecturers in non-STEM fields, respectively.

As shown in Table 6.3, more academic staff at the rank of Lecturer were concentrated in the fields of Business, Administration and Law; Education; and Health and Welfare. These three academic fields accounted for 59% (2,269) of the total number of academic staff at the rank of Lecturer, with more academic staff at this rank being found in the field of Health and Welfare at 22.2% (848).

The statistics in this sub-section show that non-STEM academic fields (Business, Administration and Law; Education; Arts and Humanities; and Social Sciences) had more experienced academics at senior ranks (Professor, Senior Lecturer and Lecturer) than STEM fields (Engineering, Manufacturing and Construction; Health and Welfare; and Agriculture, Forestry, Fisheries and Veterinary Medicine; Information and Communication Technology; and Natural Sciences, Mathematics and Statistics). As can be seen in Table 6.4 and 6.5, the imbalance in senior academic staff by academic field was more pronounced in private universities than public universities. Private universities had fewer experienced academic staff in STEM fields compared to public universities. This can be explained by the fact that private universities had more non-STEM learning programmes compared to public universities. To meet the national objectives of having more graduates with qualifications in STEM fields, there is a need for private universities to balance the development of learning programmes between STEM and non-STEM programmes. Doing so would not only complement the Government's efforts in increasing the production of scientists in the country, but it would also diversify learning programmes for private universities and thus make private universities attract more experienced academics who wish to teach and conduct research in STEM programmes as well as attract students who wish to enrol in STEM programmes.

Table 6.5: Academic staff by academic field and academic rank in private universities

Academic field	Professors		Associate Professors		Senior Lecturers		Lecturers		Sub-total		Total
	M	F	M	F	M	F	M	F	M	F	
Agriculture, Forestry, Fisheries and Veterinary Medicine	5	0	4	0	18	3	40	5	67	8	75
Arts and Humanities	33	7	18	2	78	21	122	42	251	72	323
Business, Administration and Law	62	15	27	4	121	29	364	146	574	194	762
Education	26	8	39	3	119	45	298	133	482	189	669
Engineering, Manufacturing and Construction	4	0	4	1	7	0	40	5	55	6	61
Health and Welfare	21	5	20	4	87	47	267	153	395	209	604
Information and Communication Technology	7	1	3	0	14	1	97	19	121	21	142
Natural Sciences, Mathematics and Statistics	5	1	6	0	19	10	51	23	81	34	115
Services and Hospitality	0	0	0	0	0	2	9	5	9	7	16
Social Sciences	12	4	3	0	54	11	131	54	200	69	269
Others	1	2	1	0	0	0	11	0	13	2	23
TOTAL	**176**	**43**	**125**	**14**	**517**	**169**	**1,430**	**585**	**2,248**	**811**	**3,059**

6.2.4 Sufficiency of academic staff in universities in Zambia

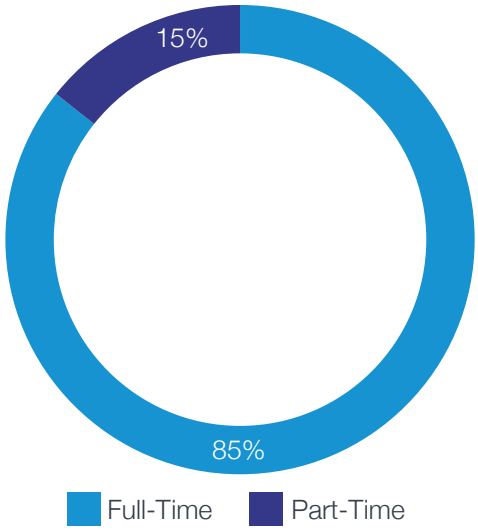
This section looks at the sufficiency of academic staff in universities in Zambia in terms of full-time and part-time staff. As shown in Table 6.6, there was a total number of 3,342 academic staff employed on full-time basis while 1,915 were on part-time, translating into 63.6% and 36.4% of the total number of full-time and part-time academic staff, respectively. Although this ratio shows that there were more full-time staff than part-time staff at national level, this ratio does not translate into the same ratio when it is considered by learning programme or by higher education institution

Table 6.6: Full-time and part-time academic staff in universities in Zambia

University type	Full- time		Part-time		Total
	M	F	M	F	
Public	1,344	519	255	79	2,197
Private	1,040	438	1,207	374	3,059
TOTAL	**2,384**	**957**	**1,462**	**453**	**5,256**

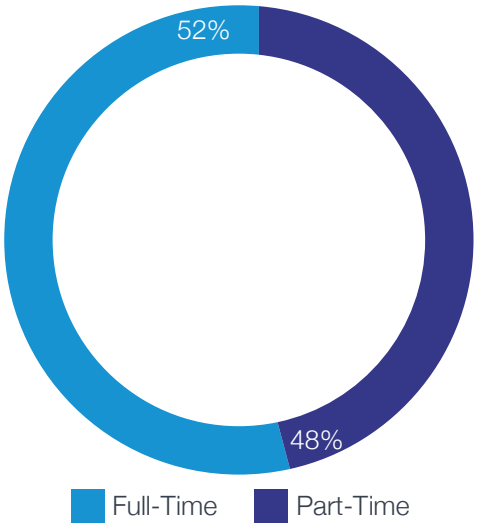
There were more full-time academic staff in public universities than in private universities. There was a total number of 1,864 full-time academic staff and 334 part-time academic staff in public universities. As illustrated by Figure 6.2, this represents 85% and 15% of the total number of full-time and part-time academic staff in public universities, respectively. This shows that there was more reliance on full-time staff than part-time staff in public universities, which is the ideal situation as students are accorded more attention in such a situation than vice-versa.

Figure 6.2: Full-time and part-time academic staff in public universities



The situation was different in private universities, with regard to the ratio of full-time to part-time academic staff. The number of part-time staff in private universities was more than the number of full-time staff. There were 1,478 full-time academic staff and 1,581 part-time staff in private universities. As illustrated by Figure 6.3, this represents 48% and 52% of full-time and part time academic staff in private universities. This shows that there was more reliance on part-time staff than full-time staff in private universities, which is not the ideal situation as students are accorded less attention in such a situation than vice-versa.

Figure 6.3: Full-time and part-time academic staff in private universities



6.3 Student enrolment and graduation statistics in universities in Zambia

This section presents data on the number of students and graduation statistics in universities in Zambia in 2020. Data on student enrolment has been divided into two sub-sections, that is, student enrolment by level of qualification (Diploma, Bachelor's, Master's and Doctoral) and student enrolment by academic field. Further, this section presents data on the number of students that graduated in 2020. Data on graduations is also divided into two main sub-sections, that is, graduations by level of qualification and graduations by academic field.

6.3.1 Student enrolment in universities in Zambia

As tabulated in Table 6.7, the total number of students in universities in Zambia in 2020 was 114,049, showing that there was a decrease in the number of students by 4.6% compared to the number of students in 2019 which was 119,272. The decrease in student enrolment is explained by COVID-19, which resulted in closure of universities during the second and part of the third quarter of 2019. Closure of universities affected their recruitment efforts for students, especially public universities and some private universities that usually receive first years in the second quarter of the year.

Out of the total number of students enrolled in both public and private universities, 50,634 were enrolled in public universities while 63,415 were enrolled in private universities. This represents 44.4% and 55.6% of the total number of students enrolled in public and private universities, respectively.

Furthermore, out of 114,049 students, 58,742 were males and 55,307 were females, representing 51.5% and 48.5% of the total number of male and female students enrolled in universities in Zambia. The majority of female students were in private universities, which had 32,053 females and 31,362 males, representing 50.5% and 49.5% of female and male students enrolled in private universities, respectively.

On the other hand, public universities had more male students than female students. There was a total number of 27,380 male students and 23,254 females in public universities, representing 54.1% and 45.9% of male and female students enrolled in public universities, respectively

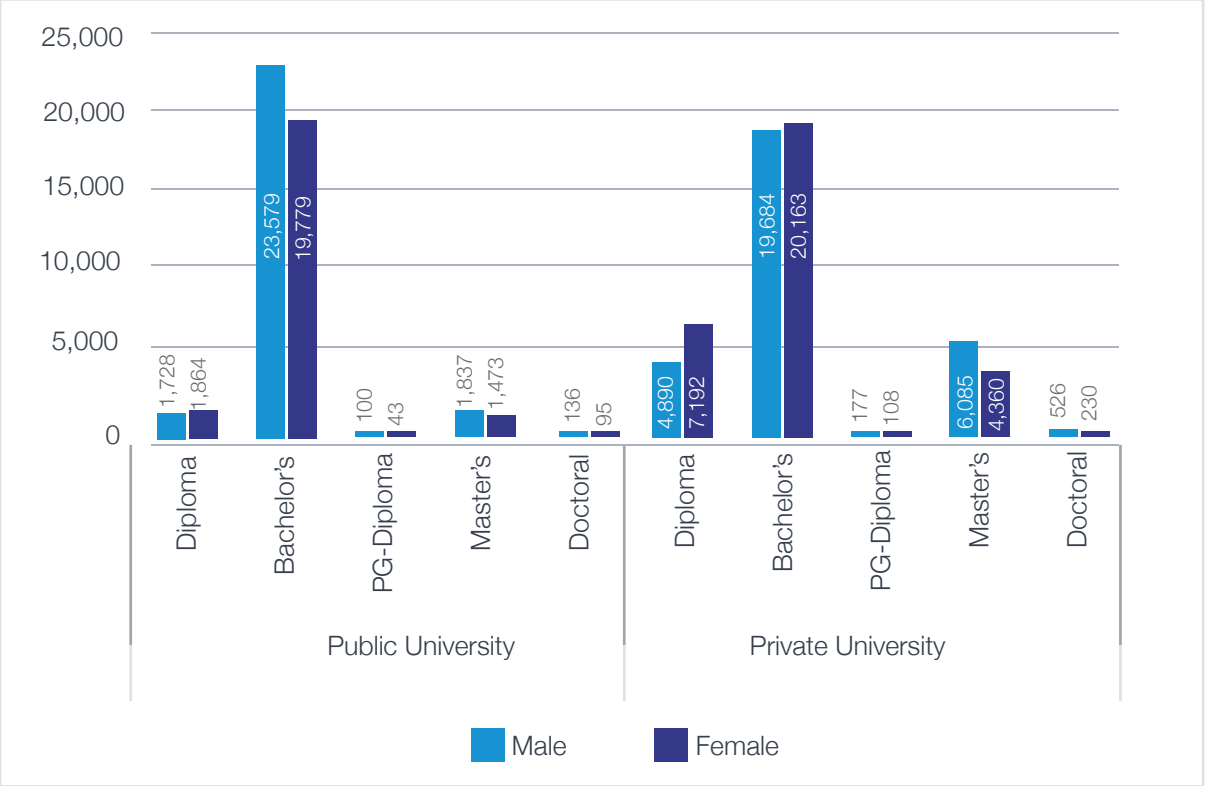
Table 6.7: Student enrolment by gender in public and private universities in Zambia

Type of university	Male	Female	Total
Public	27,380	23,254	50,634
Private	31,362	32,053	63,415
TOTAL	58,742	55,307	114,049

5.3.2 Student enrolment by level of qualification and gender

This section discuses student enrolment by level of qualification, that is, student enrolment in Diploma, Bachelor's, Postgraduate Diploma, Master's and Doctoral degree levels. Figure 6.4 presents student enrolment by level of qualification and shows that the majority of students in universities in Zambia were at Bachelor's level, which had a total enrolment of 83,205, representing 73% of the total number of enrolments in both public and private universities. The majority of students at Bachelor's level were enrolled by public universities, which had 43,358 students while private universities enrolled 39,847 at this level. This represents 52.1% and 47% of the total number of students enrolled at Bachelor's level in public and private universities, respectively.

Figure 6.4: Student enrolment by level of qualification



The Master's degree level had 13,755 students in both public and private universities, representing 12.1% of the total number of student enrolment. Out of this number, 10,445 were enrolled by private universities while 3,310 were enrolled by public universities. This translates into 75.9% and 24.1% of the total number of students enrolled at Master's level in private and public universities, respectively.

The Diploma level had 15,674 students while the Doctoral degree level had 987 students, representing 13.7% and 0.9% of the total number of students in universities in Zambia, respectively. Out of those enrolled at Diploma level, 3,592 were in public universities while 12,082 were in private universities, representing 22.9% and 77.1% of the total number of students enrolled at Diploma level in public and private universities, respectively. At Doctoral level, public universities enrolled 231 while private universities had 756 students, translating into 23.4 and 76.6% of the total number of Doctoral level enrolment in public and private universities, respectively.

As illustrated in Figure 5.4, the Postgraduate Diploma level had the least number of students. At this level, there were only 428 students enrolled in both public and private universities, representing 0.3% of the total number of students in universities. The majority of students at Postgraduate Diploma level were enrolled by private universities, which had 285 while 143 were enrolled by public universities. This represents 66.6% and 33.4% of the total number of students enrolled at Postgraduate Diploma level in private and public universities, respectively.

In terms of student enrolment by gender, Table 6.8 shows that the Bachelor's degree level had the highest number of male and female students. In total, there were 43,263 males and 39,942 females enrolled in different learning programmes at Bachelor's degree level. This translates into 52% and 48% of the number of male and female students enrolled at Bachelor's level, respectively.

At Master's degree level, there were 7,922 female students and 5,833 males, representing 57.6% and 42.4% of male and female students enrolled at this level, respectively.
The Diploma level had 6,618 male students and 9,056 females, representing 42.2% and 57.8% of male and female students enrolled at this level. The Doctoral level had the lowest number of female students, with 325 female students against 662 male students enrolled in various Doctoral degree programmes. This represents 67.1% for male students and only 32.9% of females enrolled at Doctoral degree level.

Table 6.8: Student enrolment by level of qualification and gender in public and private universities in Zambia

University type	Level of qualification	Male	Female	Total	%Male	%Female	%Total
Public	Diploma	1,728	1,864	3,592	1.5	1.6	3.1
	Bachelor's	23,579	19,779	43,358	20.7	17.3	38
	PG-Diploma	100	43	143	0.09	0.03	0.1
	Master's	1,837	1,473	3,310	1.6	1.3	2.9
	Doctoral	136	95	231	0.1	0.08	0.2
Sub-total		27,380	23,254	50,634	24	20.3	44.3
Private	Diploma	4,890	7,192	12,082	4.3	6.3	10.6
	Bachelor's	19,684	20,163	39,847	17.3	17.7	35
	PG-Diploma	177	108	285	0.2	0.09	0.3
	Master's	6,085	4,360	10,445	5.3	3.8	9.1
	Doctoral	526	230	756	0.5	0.2	0.7
Sub-total		31,362	32,053	63,415	27.6	28.1	55.7
TOTAL		**58,742**	**55,307**	**114,049**	**51.6**	**48.4**	**100**

These statistics show that there are still big gaps between male and female access to higher education, with more male students enrolling in universities. The gender gaps in student enrolment were more visible in public universities. To narrow these gaps, there is need for universities to develop and implement deliberate policies that are aimed at encouraging students, especially female students, to enrol in various learning programmes. As shown in Table 6.8, the gender gaps in enrolment at various levels are more pronounced in public universities that have an overall enrolment difference between male and female students of 8.2% (45.9% females and 54.1 males) with the overall gap in enrolment between male and female students being 3.2% (51.6% males and 48.4% females).

6.3.3 Student enrolment by academic field

Table 6.9 shows that the academic field with the highest number of enrolments in 2020 was Business, Administration and Law, which had 26,367 students enrolled in various learning programmes under this field. Enrolment in Business, Administration and Law represented 23.1% of total enrolment in universities. Health and Welfare had the second highest number of 26,125 students followed by Education, which had 22,324, representing 19.4% and 19.6% of total student enrolment, respectively.

In the field of Arts and Humanities, there were 13,994 students enrolled in various learning programmes, representing 12.3% of the total number of students enrolled in different academic fields.

Apart from Health and Welfare, other science-based academic fields had fewer students compared to non-science fields. This trend was also observed in 2019. The field of Natural Sciences, Mathematics and Statistics had 8,537 students or 7.5% of total enrolment in both public and private universities. This was followed by Engineering, Manufacturing and Construction, which had 7,493 students or 6.6% of the total number of students in universities. Furthermore, the field of Agriculture, Forestry, Fisheries and Veterinary Medicine had 2,624 students followed by Information and Communication Technology, which had 2,251, representing 2.3% and 1.9% of total enrolment in universities in Zambia, respectively.

Table 6.9 shows that the majority of students at Doctoral level were enrolled in Business, Administration and Law which had 304 students, closely followed by Social Sciences, which had 284 students. This translates into 30.8% and 27.8% of the total number of students enrolled at Doctoral level. Additionally, the academic field that attracted more students at Master's level was Business, Administration and Law, which had 7,375 students, representing 53.6% of total enrolment at Master's level. This was followed by Health and Welfare, which had 1,941 students or 14.1% of total enrolment at Master's level.

At Bachelor's degree level, Business, Administration and Law had the highest enrolment rate, which stood at 18,205 or 21.9% of the total number of students enrolled in different learning programmes at this this level. Enrolment in Business, Administration and Law at Bachelor's level was followed by Education, which had 17,348 students or 20.8% of total enrolment at this level.

The Health and Welfare field dominated enrolment at Diploma level. There were 10,485 students enrolled in various learning programmes under Health and Welfare, translating into 91.9% of the total number of students at Diploma level. Additionally, Education had the second highest number of students at 2,992 or 3.5% of enrolment at Diploma level.

Table 6.9: Student enrolment by academic field, level of qualification and gender in private and public universities

Academic field	Diploma		Bachelor's		PG-Diploma		Master's		Doctoral		Sub-total		Total
	M	F	M	F	M	F	M	F	M	F	M	F	
Agriculture, Forestry, Fisheries and Veterinary Medicine	1	1	1,549	721	1	0	168	125	33	25	1,752	872	2,624
Arts and Humanities	310	66	5,785	6,040	93	33	749	845	39	14	6,976	6,998	13,974
Business, Administration and Law	241	207	9,497	8,708	25	10	4,576	2,799	230	74	14,569	11,798	26,367
Education	1,234	1,688	8,196	9,152	105	73	815	770	122	102	10,472	11,852	22,324
Engineering, Manufacturing and Construction	104	40	5,164	1,981	0	0	144	40	17	3	5,429	2,064	7,493
Health and Welfare	4,288	6,197	5,725	7,879	0	5	1,001	940	14	19	11,085	15,040	26,125
Information and Communication Technology	86	15	1,465	428	0	0	209	47	1	0	1,761	490	2,251
Natural Sciences, Mathematics and Statistics	249	766	3,977	3,405	0	3	63	69	2	3	4,291	4,246	8,537
Services and Hospitality	8	0	71	203	0	0	5	20	3	2	87	225	312
Social Sciences	82	74	1,594	1,349	53	27	174	167	201	83	2,104	1,700	3,804
Others	15	2	240	76	0	0	18	11	0	0	217	21	238
TOTAL	**6,618**	**9,056**	**43,263**	**39,942**	**277**	**151**	**7,922**	**5,833**	**662**	**325**	**58,743**	**55,306**	**114,049**

As is illustrated in Tables 6.9 and 6.10, private universities enrolled more students in Education; Social Sciences; Arts and Humanities; and Business, Administration and Law. Out of the total number of students enrolled in these fields, 36,033 or 54.2% were in private universities while public universities had 30,435 or 45.8%.

Conversely, Tables 6.9 and 6.10 show that public universities had more students in STEM fields of Agriculture, Forestry, Fisheries and Veterinary Medicine; Engineering, Manufacturing and Construction; and Natural Sciences, Mathematics and Statistics. Out of the total number of students enrolled in these fields, public universities had 11,790 or 63.2% while 6,864 or 36.8% were in private universities. This difference is as a result of well-established faculties of sciences and allied programmes in public universities that have introduced such programmes.

On the other hand, private universities had more students in the field of Health and Welfare, where private universities had a combined total of 17,717 students, while public universities enrolled 8,408 in the same field. This represents 67.8% and 32.2% of the total number of students enrolled in various learning programmes in the Health and Welfare field. This variation can be attributed to the relatively larger number of private universities that offer learning programmes in the field of Health and Welfare, compared to only three public universities that offer Health and Welfare-related learning programmes.

Academic field	Diploma		Bachelor's		PG-Diploma		Master's		Doctoral		Sub-total		Total
	M	F	M	F	M	F	M	F	M	F	M	F	
Agriculture, Forestry, Fisheries and Veterinary Medicine	0	1	987	561	0	0	135	94	32	25	1,154	681	1,835
Arts and Humanities	35	23	3,854	4,217	85	33	453	446	22	7	4,449	4,726	9,175
Business, Administration and Law	0	0	2,805	2415	0	0	574	355	3	1	3,382	2,771	6,153
Education	290	276	6,093	6,664	15	10	250	210	49	39	6,697	7,199	13,896
Engineering, Manufacturing and Construction	71	11	4,987	1,901	0	0	134	35	17	3	5,209	1,950	7,159
Health and Welfare	1,332	1,553	2,510	2,513	0	0	223	249	11	17	4,076	4,332	8,408
Information and Communication Technology	0	0	0	0	0	0	0	0	0	0	0	0	0
Natural Sciences, Mathematics and Statistics	0	0	1,814	891	0	0	36	50	2	3	1,852	944	2,796
Services and Hospitality	0	0	0	0	0	0	0	0	0	0	0	0	0
Social Sciences	0	0	529	617	0	0	32	34	0	0	561	651	1,212
Others	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	**1,728**	**1,864**	**23,579**	**19,779**	**100**	**43**	**1,837**	**1,473**	**136**	**95**	**27,380**	**23,254**	**50,634**

Table 6.10: Student enrolment by academic field, level of qualification and gender in public universities

Statistics in Table 6.9 show that the majority of students are enrolled in the fields of Business, Administration and Law; Education; and Arts and Humanities. The same trend is observed in public and private universities, as shown by Table 6.10 and 6.11, respectively. This shows that university level education is largely skewed towards non-STEM subjects. This has significant negative consequences on the production of human resources for sectors where graduates in STEM fields are required.

The trend is more remarkable in private universities where only 39% of students were enrolled in science-related learning programmes. Overall, 45,030 students were enrolled in science-related academic disciplines in both public and private universities, compared to the 69,019 that were enrolled in Business and Administration; Education; and Arts and Humanities and allied programmes, translating into 39.5% and 60.5%, respectively. Unless this trend is addressed, the Zambian labour market will continue to receive more graduates in the fields of Business, Administration and Law; Education; and Arts and Humanities which is in contradiction to the national focus on increasing human resource in STEM. The focus on STEM is espoused in both the Seventh National Development Plan and the National Policy on Higher Education which support the development of practical skills in STEM, required for economic diversification.

Table 6.11: Student enrolment by academic field, level of qualification and gender in private universities

Academic field	Diploma		Bachelor's		PG-Diploma		Master's		Doctoral		Sub-total		Total
	M	F	M	F	M	F	M	F	M	F	M	F	
Agriculture, Forestry, Fisheries and Veterinary Medicine	1	0	562	160	1	0	33	31	1	0	598	191	789
Arts and Humanities	275	43	1,931	1,823	8	0	296	399	17	7	2,527	2,272	4,799
Business, Administration and Law	241	207	6,692	6,293	25	10	4,002	2,444	227	73	11,187	9,027	20,214
Education	887	1,412	2,103	2,488	90	63	565	560	73	63	3,775	4,653	8,428
Engineering, Manufacturing and Construction	33	29	177	80	0	0	10	5	0	0	220	114	334
Health and Welfare	3,013	4,644	3,215	5,366	0	5	778	691	3	2	7,009	10,708	17,717
Information and Communication Technology	86	15	1,465	428	0	0	209	47	1	0	1,761	490	2,251
Natural Sciences, Mathematics and Statistics	249	766	2,163	2,514	0	3	27	19	0	0	2,439	3,302	5,741
Services and Hospitality	8	0	71	203	0	0	5	20	3	2	87	225	312
Social Sciences	82	74	1,065	732	53	27	142	133	201	83	1,543	1,049	2,592
Others	15	2	240	76	0	0	18	11	0	0	217	21	238
TOTAL	**4,890**	**7,192**	**19,684**	**20,163**	**177**	**108**	**6,085**	**4,360**	**526**	**230**	**31,363**	**32,052**	**63,415**

6.4 Graduation statistics in universities in Zambia

In 2020 there was a total number of 27,884 graduates from both public and private universities. Out of this number, 15,307 graduated from public universities and 12,577 graduated from private universities, representing 54.9% and 45.1%, respectively. The breakdown of these graduation statistics by level of study and academic fields is presented in the following sections.

6.4.1 Graduation statistics by level of qualification

As shown in Table 6.12, the Bachelor's degree level had the highest number of graduates in 2020. There were 18,736 Bachelor's degree graduates, representing 67.2% of the total number of those who graduated in 2020. Out of this number, 11,270 graduated from public universities and 7,466 graduated from private universities, representing 60.2% and 39.8% of the total number of students who graduated at Bachelor's level in public and private universities, respectively.

During the same year, 3,548 students graduated with Master's degrees, which translates into 12.7% of the total number of graduates. The majority of graduates at Master's level were from public universities which produced 2,072 graduates while 1,476 graduated from private universities. This translates into 58.4% and 41.6% of those who graduated with Master's degrees in public and private universities, respectively.

The Diploma level of study had the second highest number of graduates after the Bachelor's level. There were 4,192 students who graduated with Diplomas, representing 15% of the total number of graduates in both public and private universities. Out of those who graduated with Diplomas, 3,443 graduated from private universities and only 749 graduated from public universities. This translates into 82.1% and 17.9% of the total number of students who graduated with Diplomas in public and private universities, respectively.

At Postgraduate Diploma level, a total of 965 students graduated. The majority of these graduated from public universities, which accounted for 822 graduates while private universities graduated 143, representing 85.2% and 14.8% of the total number of those who graduated in public and private universities at Postgraduate Diploma level, respectively.

Furthermore, Table 6.12 shows that the Doctoral degree level had the lowest number of graduates in both public and private universities. There were only 443 students who graduated with Doctoral degrees in both public and private universities in Zambia in 2020. Additionally, Table 6.12 shows that public universities produced more Doctoral graduates than private universities. Out of those who graduated with Doctoral degrees, 394 graduated from public universities and only 49 graduated from private universities. This represents 88.9% and 11.1% of the total number of students who graduated with Doctoral degrees in public and private universities, respectively. This may be due to inadequately qualified staff to supervise Doctoral level qualifications in private universities compared to public universities.

Table 6.12: Number of graduates by level of qualification and gender in public and private universities

University type	Level of qualification	Male	Female	Total	Proportion
Public	Diploma	409	340	749	2.7
	Bachelor's	5,548	5,722	11,270	40.4
	Postgraduate Diploma	49	773	822	3
	Master's	1,330	742	2,072	7.4
	Doctoral	248	146	394	1.4
Sub-total		**7,584**	**7,723**	**15,307**	**54.9**
Private	Diploma	1,662	1,781	3,443	12.3
	Bachelor's	3,747	3,719	7,466	26.8
	Postgraduate Diploma	87	56	143	0.5
	Master's	843	633	1476	5.3
	Doctoral	39	10	49	0.2
Sub-total		6,378	6,199	12,577	45.1
TOTAL		**13,962**	**13,922**	**27,884**	**100**

Table 6.12 further shows that there were no overall major gender gaps in the number of male and female students who graduated in 2020. Out of a combined total of 27,884 graduates from public and private universities, 13,962 or 50.1% were male graduates while 13,922 or 49.9% were females. This shows a significant improvement in the number of both males and females joining the labour market in Zambia. However, there were visible differences in the number of males and females who graduated at postgraduate level. As shown in Table 6.12, these differences begin to emerge from the Postgraduate Diploma level where more females obtained Postgraduate Diplomas compared to males. There were 136 male graduates at Postgraduate Diploma level and 829 females, representing 14.1% and 85.9% of male and female students who graduated with Postgraduate Diplomas, respectively.

Conversely, the Master's and Doctoral degree levels of study had more male graduates than females in both public and private universities. At Master's level, 2,173 male students graduated with Master's degrees while females were 1,375, representing 61.2% and 38.8% of male and female graduates who obtained Master's degrees. Additionally, 287 males and 156 females graduated with Doctoral degrees, translating into 64.8 and 35.2% of male and female graduates who obtained Doctoral degrees, respectively.

There were no significant differences in the number of male and female students that graduated at Bachelor's and Diploma levels. Out of those who graduated at Bachelor's level, 9,295 or 49.6% were males and 9,441 or 50.4% were females, indicating that only 0.8% more females than males obtained Bachelor's degrees in 2020. Similarly, there was a marginal difference of 1.2% between the number of male and female students who graduated with Diplomas. Out of the total number of students who graduated at Diploma level, 2,071 were males and 2,121 were females, representing 49.4% and 50.6% male and female students who graduated with Diplomas in 2020, respectively.

Despite the overall gap in the number of male and female students who graduated in 2020 being minimal, Table 6.12 shows that the number of females obtaining higher qualifications (Master's and Doctoral degrees) was still low compared to the number of males obtaining qualifications at these levels. Therefore, there is need for universities, both public and private, to develop deliberate policies and incentives aimed at motivating females to upgrade their qualifications. These incentives may include scholarships for females and offering accommodation to female students who may be in their childbearing or early parenting stage.

6.4.2 Graduation statistics by academic field

Table 6.13 presents graduation statistics by academic field and shows that more graduates in 2020 graduated from the fields of Education, and Health and Welfare, which had 8,562 and 5,182 graduates,

respectively. This represents 30.7% and 18.6% of the total number of graduates, respectively.
There was a total number of 4,082 and 3,866 graduates from the fields of Arts and Humanities; and Business, Administration and Law, respectively. This translates into 14.6% and 13.9% of the total number of graduates, respectively.

Furthermore, Natural Sciences, Mathematics and Statistics; and Agriculture, Forestry, Fisheries and Veterinary Medicine had 2,411 and 1,251 graduates, respectively. This represents 8.6% and 4.5% of the total number of students who graduated in 2020, respectively.
Additionally, 1,109 and 725 students graduated in Engineering, Manufacturing and Construction; and Social Sciences, respectively. This translates into 4% and 2.6% of the total number of students who graduated in these fields in 2020.

Table 6.13: Number of graduates by academic field, level of qualification and gender in public and private universities

Academic field	Diploma		Bachelor's		PG-Diploma		Master's		Doctoral		Sub-total		Total
	M	F	M	F	M	F	M	F	M	F	M	F	
Agriculture, Forestry, Fisheries and Veterinary Medicine	15	0	613	248	0	0	150	108	77	40	855	396	1,251
Arts and Humanities	158	50	1,301	1,737	0	0	383	392	45	16	1,887	2,195	4,082
Business, Administration and Law	24	22	1,524	1,391	5	4	527	337	26	6	2,106	1,760	3,866
Education	865	1,033	2,335	3,165	127	75	430	398	73	61	3,830	4,732	8,562
Engineering, Manufacturing and Construction	64	8	562	175	0	198	65	4	27	6	718	391	1,109
Health and Welfare	854	989	1,024	1,376	1	361	454	73	28	22	2,361	2,821	5,182
Information and Communication Technology	61	16	256	103	0	4	24	3	0	0	341	126	467
Natural Sciences, Mathematics and Statistics	10	0	1,258	866	0	187	72	4	10	4	1,350	1,061	2,411
Services and Hospitality	0	0	12	31	0	0	8	23	0	0	20	54	74
Social Sciences	5	2	325	326	3	0	34	29	1	0	368	357	725
Others	15	1	85	23	0	0	26	4	0	1	126	29	155
TOTAL	**2,071**	**2,121**	**9,295**	**9,441**	**136**	**829**	**2,173**	**1,375**	**287**	**156**	**13,962**	**13,922**	**27,884**

Table 6.13 further shows that fewer students graduated from science-based fields like Engineering, Manufacturing and Construction; Natural Sciences, Mathematics and Statistics; Agriculture, Forestry, Fisheries and Veterinary Medicine; and Information and Communication Technology. Altogether, these fields had 5,238 graduates, which is only 18.8% of the total number of graduates in both public and private universities. However, as shown by Tables 6.12 and 6.14, public universities had more graduates in science-based fields. A total of 4,300 graduates were from public universities in the fields of Engineering, Manufacturing and Construction; Natural Sciences, Mathematics and Statistics; Agriculture, Forestry, Fisheries and Veterinary Medicine; and Information and Communication Technology. On the other hand, only 938 students from private universities graduated in these fields. This represents 82% and 18% of the total number of graduates in Engineering, Manufacturing and Construction; Natural Sciences, Mathematics and Statistics; Agriculture, Forestry, Fisheries and Veterinary Medicine; and Information and Communication Technology in public and private universities, respectively.

Furthermore, Table 6.13 shows that more females than males graduated in the fields of Education; Arts and Humanities; and Health and Welfare. For instance, in the field of Arts and Humanities, 2,195 female students graduated from both public and private universities while 1,887 males graduated from the same field. This translates into 53.8% and 46.2% of female and male students who graduated in the field of Arts and Humanities, respectively.

Conversely, male graduates dominated in science-based fields of Engineering, Manufacturing and Construction; Natural Sciences, Mathematics and Statistics; Agriculture, Forestry, Fisheries and Veterinary Medicine; and Information and Communication Technology. This trend is consistent with what was

reported in the 2019 State of Higher Education report where more males than females graduated from science-related fields. Additionally, Table 6.13 shows that the fields of Engineering, Manufacturing and Construction had 718 male graduates and 391 female graduates, which is 64.7% and 35.3% of the total number of male and female graduates in the field of Engineering, Manufacturing and Construction, respectively.

Similarly, in the field of Agriculture, Forestry, Fisheries and Veterinary Medicine, there were 855 male graduates and only 396 females. This represents 68.3% and 31.7% of the total number of male and female students who graduated in this field, respectively

Table 6.14: Number of graduates by academic field, level of qualification and gender in public universities

Academic field	Diploma		Bachelor's		PG-Diploma		Master's		Doctoral		Sub-total		Total
	M	F	M	F	M	F	M	F	M	F	M	F	
Agriculture, Forestry, Fisheries and Veterinary Medicine	0	0	388	211	0	0	142	104	76	40	606	355	961
Arts and Humanities	90	41	989	1,459	0	0	302	290	43	16	1,424	1,806	3,230
Business, Administration and Law	0	0	451	456	0	0	92	63	2	0	545	519	1,064
Education	252	290	1,614	2,226	49	26	262	263	63	58	2,240	2,863	5,103
Engineering, Manufacturing and Construction	64	8	512	161	0	198	64	3	27	6	667	376	1,043
Health and Welfare	0	0	273	243	0	359	381	0	28	22	682	624	1,306
Information and Communication Technology	3	0	25	24	0	3	5	0	0	0	33	27	60
Natural Sciences, Mathematics and Statistics	0	0	1,178	791	0	187	67	0	9	4	1254	982	2,236
Services and Hospitality	0	0	0	0	0	0	0	0	0	0	0	0	0
Social Sciences	0	1	118	151	0	0	15	19	0	0	133	171	304
Others	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	**409**	**340**	**5,548**	**5,722**	**49**	**773**	**1,330**	**742**	**248**	**146**	**7,584**	**7,723**	**15,307**

Statistics in Tables 6.14 and 6.15 indicate that there were low outputs in the number of graduates in private universities in STEM fields as the majority of students who graduated in these fields were from public universities. Out of the total number of students who graduated in the fields of Engineering, Manufacturing and Construction; Natural Sciences, Mathematics and Statistics; Agriculture, Forestry, Fisheries and Veterinary Medicine; and Information and Communication Technology in public and private universities, 4,240 were from public universities and only 531 graduated from private universities. This represents 88.9% and only 11.1% of the total number of students who graduated from public and private universities in these fields, respectively.

Additionally, Tables 6.14 and 6.15 indicate that more students graduated from private universities than public universities in the field of Health and Welfare. This was as a result of the increased number of private universities that were offering health and welfare-related learning programmes. Out of 5,182 students who graduated in the Health and Welfare field, 3,876 graduated from private universities while public universities produced only 1,306 in the same field, representing 74.8% and 25.2% of the total number of students who graduated in the field of Health and Welfare in private and public universities, respectively

Table 6.15: Number of graduates by academic field, level of qualification and gender in private universities

Academic field	Diploma		Bachelor's		PG-Diploma		Master's		Doctoral		Sub-total			Total
	M	F	M	F	M	F	M	F	M	F	M	F		
Agriculture, Forestry, Fisheries and Veterinary Medicine	15	0	225	37	0	0	8	4	1	0	249	41		290
Arts and Humanities	68	9	312	278	0	0	81	102	2	0	463	389		852
Business, Administration and Law	24	22	1,073	935	5	4	435	274	24	6	1,561	1,241		2,802
Education	613	743	721	939	78	49	168	135	10	3	1,590	1,869		3,459
Engineering, Manufacturing and Construction	0	0	50	14	0	0	1	1	0	0	51	15		66
Health and Welfare	854	989	751	1,133	1	2	73	73	0	0	1,679	2,197		3,876
Information and Communication Technology	58	16	231	79	0	1	19	3	0	0	308	99		407
Natural Sciences, Mathematics and Statistics	10	0	80	75	0	0	5	4	1	0	96	79		175
Services and Hospitality	0	0	12	31	0	0	8	23	0	0	20	54		74
Social Sciences	5	1	207	175	3	0	19	10	1	0	235	186		421
Others	15	1	85	23	0	0	26	4	0	1	126	29		155
TOTAL	**1,662**	**1,781**	**3,747**	**3,719**	**87**	**56**	**843**	**633**	**39**	**10**	**6,378**	**6,199**		**12,577**

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CHAPTER SEVEN

ACCREDITATION OF LEARNING PROGRAMMES IN HIGHER EDUCATION INSTITUTIONS

7.1 Background

Accreditation of learning programmes works on the principle of collegiality. Being a collegial process, it operates on self-assessment and peer-assessment for public accountability and improvement of academic quality. The Higher Education Authority (HEA) maintains a database of Learning Programme Experts (LPEs) or peers, mostly drawn from academia and industry, locally and internationally, based on their qualifications and experience. Upon receipt of an application and learning programme for accreditation, a team of LPEs from the database is appointed by the HEA in accordance with the subject matter of the learning programme and the areas of specialisation of the LPEs. The HEA has stipulated timelines in which the assessment should be conducted but, in most cases, the efficiency of the evaluation process depends on the time schedules of the LPEs, who are not employees of the HEA but are engaged on a one-off contractual basis. To address the issue of efficiency, the HEA has since automated the accreditation process and HEIs are expected to apply for accreditation online.

The HEA commenced the accreditation of learning programmes in 2017 and continued to execute this function in 2020. The Authority observed a reduction in the submissions of learning programmes for accreditation from 340 in 2019 to 234 in 2020. The slow submissions could have been due to the failure by higher education institutions (HEIs) to develop learning programmes in the format that has been stipulated by the HEA. The process of submissions and processing of learning programmes for accreditation has been further delayed by the challenges posed by the COVID-19 pandemic. Despite the reduced number of submissions, the accreditation of learning programmes remains compulsory. Therefore, all learning programmes offered in HEIs must be accredited by the HEA. According to Paragraph 10 (2) of Statutory Instrument (SI) No. 25 of 2016, any person that offers a learning programme that is not accredited by the Authority commits an offence and is liable, upon conviction, to a fine or to imprisonment or to both.

7.2 The process and procedure of learning programme accreditation

Accreditation is a process by which the HEA evaluates the quality of a learning programme to formally recognise it as having met the necessary quality requirements. The result of this process is usually the awarding of a certificate to offer the learning programme within a time-limited validity. The learning programme accreditation process is also premised on the idea that the HEI conducts a self-assessment of its learning programmes using the HEA's accreditation criteria.

For any learning programme to be accredited, the Authority must be satisfied that the learning programme being offered by an HEI has a well-developed curriculum with adequate teaching, learning and assessment methods; adequate staff; and facilities for teaching and learning.

Further, the HEI must demonstrate availability of adequate internal quality assurance mechanisms, as well as financial resources for offering the learning programme. Table 7.1 details the criteria for accreditation of learning programmes.

Table 7.1: Criteria for accreditation of higher education learning programmes

Criterion	Components	
1. Aims and Objectives	1.1	The Higher Education Institution has aims and objectives of the learning programme in relation to national or regional human resources development objectives.
2. Curriculum	2.1	Intended learning outcomes of the curriculum are clearly defined.
	2.2	The Higher Education Institution shows the responsiveness of the curriculum to the demands of the labour market.
	2.3	The Higher Education Institution has a teaching and learning plan.
	2.4	Projected student enrolments in the learning programmes are clearly determined.
	2.5	The Higher Education Institution shows the levels of qualifications and articulation in the Zambia Qualifications Framework.
3. Assessment	3.1	The Higher Education Institution has clearly defined assessment methods.
	3.2	The Higher Education Institution has a policy and arrangements for moderation, validity and security of examinations.
	3.3	The Higher Education Institution has arrangements for assessment of dissertations and theses, in postgraduate programmes.
4. Staff	4.1	The Higher Education Institution has adequately qualified and experienced staff for the proposed learning programmes.
	4.2	The Higher Education Institution has sufficient numbers and adequate balance between full-time and part-time staff.
	4.3	The Higher Education Institution has a policy and strategies for staff development.
5. Facilities for Teaching and Learning Support	5.1	The Higher Education Institution has physical facilities needed to deliver the learning programme.
	5.2	The Higher Education Institution has academic support services for the enhancement of teaching and learning.
6. Internal Quality Assurance	6.1	The Higher Education Institution has a policy on quality assurance.
	6.2	The Higher Education Institution has institutional management arrangements for internal quality assurance.
7. Financial Resources	7.1	The Higher Education Institution has strategies and plans for resource allocation to learning programmes.
	7.2	The Higher Education Institution has available financial resources to support the learning programmes.

According to SI No. 25 of 2016, Part III Section 7 (1), an HEI shall apply to the HEA for the accreditation of a learning programme in a prescribed manner and upon payment of a prescribed fee. The procedure for accreditation is as stipulated below:

a) Institutional Self-Evaluation

The HEI conducts an internal self-assessment based on the learning programme accreditation criteria. This is the first step that an HEI undertakes before submitting its application for accreditation. This is aimed at encouraging HEIs to be self-evaluative and helps an institution to identify its strengths and weaknesses. The self-evaluation provides a base level on which an HEI can be externally evaluated. The responsibility of the HEA, in this regard, is to validate the HEI's self-evaluation portfolio and quality management processes.

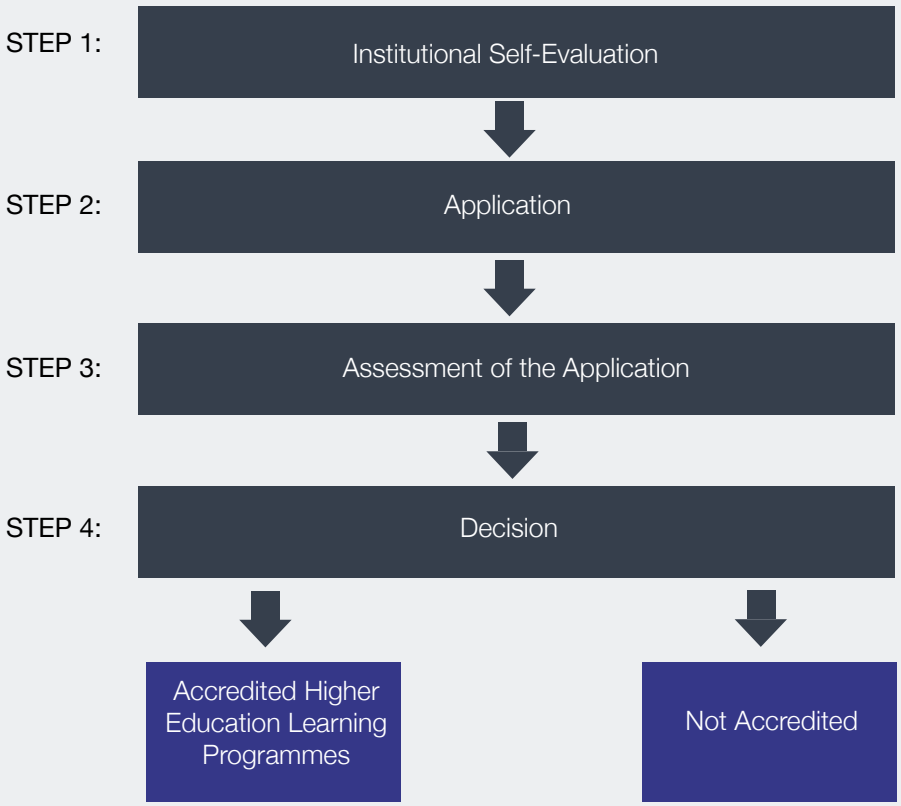
b) Application for Accreditation

The HEI submits the Application for Accreditation of a Learning Programme in accordance with the accreditation format prescribed by the HEA.

c)Assessment of the Application

- The HEA constitutes a team of experienced and qualified Learning Programme Experts (LPEs) to carry out the evaluation;
- The LPEs conduct a desk review of the submitted learning programme;
- A physical site inspection is conducted at the premises of the HEI for verification purposes;
- The decision of the HEA is binary, i.e., Accredited or NOT Accredited;
- The HEA accredits a learning programme at an HEI that meets the requirements. In this case, a Certificate of Accreditation is issued;
- The HEA does not accredit a learning programme at an HEI that fails to meet the requirements. In this case, a Notice of Rejection is issued.

Figure 7.1: Procedure for accreditation of learning programmes



7.3 Accreditation milestones

By December 2020, cumulatively (2017 to 2020), a total of 1,192 learning programmes were submitted to the HEA from nine public and 51 private HEIs for purposes of accreditation. Out of this number of submitted learning programmes, 563 were accredited and 210 did not meet the requirements and were, therefore, rejected. The remaining 419 were still undergoing the evaluation process. The accreditation of learning programmes has been on the basis of the HEI meeting the standards for accreditation while the rejected learning programmes were mostly due to, among other deficiencies, unqualified teaching staff, poorly developed curriculum content, and unavailability of physical facilities such as laboratories for practicum purposes.

In 2020, the HEA embarked on the process of registering accredited learning programmes with the Zambia Qualifications Authority (ZAQA). This was done to ensure that graduates of these learning programmes were recognised. It is a requirement that all accredited learning programmes are registered as qualifications with ZAQA. In this regard, all HEIs are expected to submit their accredited learning programmes to the HEA in a format that is in accordance with the ZAQA template, for further processing and submission to ZAQA. By the end of 2020, the HEA had submitted 56 learning programmes to ZAQA for registration as qualifications.

In 2020, the HEA embarked on the development of core elements for selected learning programmes; core elements are those aspects that specific learning programmes are expected to have to meet certain minimum standards and content. These could be in the form of courses and facilities that have a bearing on the quality and completeness of a learning programme. Thus far the HEA has developed core elements in six subject areas and learning programmes namely; Bachelor of Arts in Economics, Bachelor of Science in Nursing, Bachelor of Laws, Bachelor of Theology, Bachelor of Science in Information Technology and the Academic Standards and Structure of research degree programmes.

The challenges in developing core elements have been due to the fact that in a number of fields, there seems to be a general lack of consensus on what constitutes the core elements of the field of study. This, coupled with inadequate human resource capacity for curriculum development in most HEIs, appear to be the most important underlying factors for failure to develop learning programmes that meet quality requirements.

The lack of consensus on what constitutes core elements of a field of study does not only affect the development of learning programmes, but also their evaluation for accreditation as there are no common reference points. The Authority has also observed that programmes offered by research only or with minimal course work present learning programme developers with an additional challenge. This challenge relates to the fact that there is virtually no framework or standards that guide the development and evaluation of such learning programmes. To resolve these problems and address these underlying sources of failure in learning programme development, the HEA began the process of facilitating the identification and development of core areas of various research-based learning programmes.

7.4 Conclusion

The higher education sector in the country is rapidly expanding. As a result, more learning programmes are being offered by HEIs. To keep the standards within acceptable parameters and protect the integrity of graduates channelled from these HEIs, accreditation of learning programmes is vital. The quality of the learning programmes, the competences and adequacy of the teaching staff, the suitability of the teaching and learning facilities, the appropriateness of the assessment methods and the modalities of quality assurance are all examined through accreditation of learning programmes.

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CHAPTER EIGHT

NEW DEVELOPMENTS IN HIGHER EDUCATION IN ZAMBIA

The Permanent Secretary poses with the SDG-QA and Student Transfer Guidelines after launching them. In the picture, (L-R), Mr. Charles Mulenga, Director – University Education, Ministry of Higher Education (MoHE); Prof. Luke Mumba, Vice-Chancellor, University of Zambia (UNZA); Prof. Hellecy N'gambi, Vice-Chancellor, Mulungushi University; Mrs. Siame; and, Prof. Simukanga.

8.1 Introduction

A number of developments occurred in 2020 that have significant implications on the operations of higher education institutions (HEIs) and other actors in the higher education sector. Among these developments are the introduction of new standards and guidelines for quality assurance in higher education, development of national student transfer guidelines and legal reforms aimed at amending the Higher Education Act of 2013. This chapter highlights these new developments and examines their implications for higher education in Zambia.

8.2 Standards and guidelines for quality assurance in higher education

One of the core functions of the Higher Education Authority (HEA) is to develop and monitor standards of various aspects of higher education. Standards are critical to the development of a robust higher education sector as they promote a culture of quality and facilitate excellence in the provision of education by (HEIs). Thus, in accordance with its mandate, the Authority developed the Zambia Standards and Guidelines for Quality Assurance in Higher Education (ZSG-QA) to promote a culture of quality among HEIs in Zambia.

The ZSG-QA have been aligned to the Africa Standards and Guidelines for Quality Assurance in Higher Education and benchmarked against international best practices from the Southern African Development Community region and other global actors in higher education.

The objectives of the ZSG-QA are:

a) To provide a common framework and shared understanding of quality assurance systems for teaching and learning among HEIs and other stakeholders;

b) To provide a basis for quality improvement in higher education through institutional audits, assessments and learning programme accreditation;

c) To guide HEIs in the development and implementation of good internal quality assurance systems

and practices;
d) To promote mutual trust among HEIs, thus facilitating recognition and mobility of students and academic staff within the higher education sector;
e) To promote international competitiveness of Zambia's higher education system.

The ZSG-QA were framed around a set of 15 essential areas that are critical to achieving quality and developing a robust higher education sector. These include institutional vision and mission, governance and management, learning programmes, teaching and learning, learner support, financial resources and physical and technological infrastructure. For each of the essential areas, the ZSG-QA provide corresponding standards and guidelines to be followed by HEIs in the development of internal quality assurance mechanisms and other higher education processes.
The process of developing the ZSG-QA involved a number of activities. These included background research on regional, continental and global higher education practices, technical committee meetings and stakeholder consultations. The development was spearheaded by a committee of experts drawn from the HEA, the Ministry of Higher Education and HEIs. Consultations with HEIs and other key stakeholders were conducted through validation meetings which were held in Lusaka and Ndola, to allow for wide participation in the process.
The ZSG-QA are for use by both the HEA and HEIs. It is expected that the HEA will use the standards in external quality assurance processes such as registration of HEIs, institutional audits, learning programme accreditation and classification of HEIs. HEIs, on the other hand, will use the guidelines in developing internal quality mechanisms, conducting self-assessments for institutional audits, classification and learning programme accreditation. Thus, the ZSG-QA will apply to all public and private HEIs established under the Higher Education Act No. 4 of 2013.

8.3 Student transfer guidelines

Besides the ZSG-QA, the Authority developed Student Transfer Guidelines for HEIs. The need for student transfer guidelines stems from the fact that, historically, Zambia has had no common framework to guide the transfer of students from one HEI to the other and from one learning programme to another. In some instances, it has been virtually impossible to transfer students from one institution to the other without repeating coursework done, due to lack of a national system to facilitate such transfers. This situation has acted as a barrier to student mobility among HEIs. In this regard, the Student Transfer Guidelines seek to address these challenges by providing a common framework for student transfer within and among HEIs.
The purpose of student transfer guidelines is to provide guidance to HEIs in the development and institutionalisation of student transfer policies and procedures. They provide principles to be used in the development of HEIs' policies, restrictions on student transfer and the roles and responsibilities of HEIs in the transfer process.
The Authority expects all HEIs registered under the Higher Education Act No. 4 of 2013 to follow the laid down principles and guidelines in the development of their student transfer policies. Ultimately, it is anticipated that the deployment of student transfer guidelines will lead to the development of credible, efficient, equitable and transparent processes by HEIs that will allow students to transfer credits and courses between learning programmes; get exemption of credits or courses towards a qualification; and accumulate credits in a learning programme or towards a qualification.

8.4 Legal reforms in higher education

Another notable development in higher education in 2020 was the commencement of legal reforms aimed at amending the Higher Education Act of 2013 to strengthen the role of the HEA and address gaps in the Act. Among the factors that have necessitated the amendments are the following:
a) The need to revise the definition of HEIs to provide for other types of HEIs. The Act has a very narrow definition of what constitutes HEIs. Only universities and colleges are recognised as HEIs. Other types of HEIs, such as university colleges and research institutes, are excluded from the Act. The lack of recognition of other types of HEIs is restrictive to the growth of the higher education sector and raises the need for reforms that will lead to recognition of diverse types of HEIs.
b) The need to provide an overarching legal framework for regulation of all HEIs and learning programmes

(including professional programmes) in the higher education sector. The current higher education landscape is characterised by a multiplicity of actors (besides the HEA) with learning programme accreditation functions. Among these actors are professional bodies that operate independent of the HEA but are involved in accreditation of learning programmes in specialised disciplines. The existence of multiple accreditation actors has been a major hindrance to harmonization of standards of learning programmes and has sometimes resulted in institutional conflicts due to overlapping mandates. To resolve this challenge, the reforms seek to create an overarching legal framework, aimed at bringing all accreditation functions under one agency and a framework for collaboration with professional bodies.
c) The need to provide for learning programme accreditation in the principal Act. Although the Higher Education Act refers to learning programme accreditation, it does not provide the criteria for learning programme accreditation. Instead, accreditation is provided for under Statutory Instrument No. 25 of 2016. Given the importance of learning programme accreditation in quality assurance, there are proposals to include the accreditation criteria in the proposed amendments.
d) The need to revise the management structure of universities to provide for additional Deputy Vice Chancellors. Currently, the Higher Education Act provides for only one Deputy Vice Chancellor in a university. This has been found to be restrictive for universities seeking to have more than one Deputy-Vice Chancellor. Of particular importance has been the need to raise the coordination and promotion of research and innovation in HEIs to the office of the Deputy Vice Chancellor. This can be achieved by providing for an additional Deputy Vice Chancellor to be in charge of research and innovation.

The envisaged legal reforms will have several implications for the higher education sector. These include:
a) Increased diversity in types of HEIs. Once implemented, the reforms will lead to the emergence of new types of institutions that may include university colleges, technical university colleges, technical universities and research institutions, thus broadening the range of HEIs to meet the diverse interests of prospective learners. This diversity will be in line with the National Higher Education Policy of 2019.
b) Re-assignment of all accreditation functions from professional bodies to the HEA. An important implication of the amendments is that all accreditation functions, except for technical education, vocational and entrepreneurship training programmes, currently being carried out by professional bodies will be re-assigned to the HEA. While professional bodies will be involved in the consultative process, the HEA will be the only accreditation agency for higher education. This, consequently, will result in a harmonised accreditation process for all learning programmes.
c) Changes in registration of HEIs. The amendments may lead to two important changes in the registration of HEIs. These are:
i) All colleges previously registered by professional bodies such as the General Nursing Council of Zambia and the Teaching Council of Zambia will be registered and monitored by the HEA.
ii) No new HEI will, at first registration, be registered as a university. Instead, all new institutions will be registered either as colleges or university colleges until after five years of operation when they will be eligible for university status. University colleges will be allowed to offer Bachelor's degree programmes but not postgraduate learning programmes.

8.5 Integrated information management system

The HEA has positioned itself as a leader in implementing the Government's e-governance agenda. In this regard, in the quest to promote e-governance at the HEA, a memorandum of understanding was signed with the University of Zambia on 6th November 2018, in which the University was to develop an integrated management information system for the Authority.

In 2020, phase one of the Higher Education Authority Integrated Management Information System (HEA-IMIS) was developed as an e-governance tool aimed at organising and automating decision-making processes and procedures. The HEA-IMIS controls and manages the HEA's document workflows and provides reporting facilities among other features. It combines all aspects of the Authority's requisite and technical systems, processes and standards into one smart system. This merger allows the Authority to streamline its management, save time and increase efficiency by addressing all elements of the Authority's functions.

The development of the HEA-IMIS has been broken up into several stages and involves constant collaboration with stakeholders to enable continuous improvement and iteration at every stage. Under the first phase, the following modules were completed:

a) Registration Module

Any persons wishing to register an HEI will apply to the HEA via the HEA-IMIS. This module allows for any persons to complete an online submission for the registration of an HEI.

The registration submission will be evaluated online and the feedback will be given to the applicant. All successful applicants will be issued with an electronic Certificate of Registration.

b) Accreditation Module

Any registered HEI wishing to accredit a learning programme will apply to the HEA via the HEA-IMIS. This module allows for any HEI to complete an online submission for the accreditation of a learning programme. The learning programme submission will be evaluated online and the feedback will be given to the applicant. All successful applicants will be issued with an electronic Certificate of Accreditation for the specific learning programme.

c) Human Resource Management Module

This module combines a number of technical systems and processes to ensure easy management of human resources, business processes and data of the Authority, such as human resource, asset management, talent management, stores management, and document management, among others.

The architecture of the system provides several benefits to the HEA and stakeholders in the sector. The benefits include:

i) Performance - Streamlined procedures and continuous improvement of the HEA-IMIS will help the Authority with better quality, improved service delivery and increased productivity.

ii) Effectiveness - The shared tasks and processes imbedded in the system mean that the costs and time needed to implement the Authority's functions will be reduced. This will allow staff to focus on other essential tasks.

iii) Progress tracking - HEIs can better keep track of their applications for registration and accreditation through online access to their application details.

iv) Documentation management - The HEA-IMIS allows for the management of electronic documentation. HEIs and Learning Programme Experts will no longer be required to send multiple copies of bound submissions to the Authority. The HEA- IMIS will be able to accept data in a more systematic way and allow for more efficiency.

v) Digital repository - The HEA-IMIS will bring about the development and implementation of a digital repository of data and information in the higher education space that can be used by the Authority and the Ministry of Higher Education to make better analysis and decisions. The HEA-IMIS will also allow for growth in communication capabilities and methods between the HEA and its stakeholders.

8.6 Conclusion

When the HEA began operations in 2015, the higher education sector was characterised by an absence of national standards for higher education and lack of an effective system for monitoring such standards. This left HEIs without national frames of reference for development of their own internal quality assurance mechanisms and processes which are essential to the quest for delivering quality higher education. In this regard, the development of national standards of higher education, student transfer guidelines and the HEA-IMIS mark important milestones that will strengthen the higher education system and ultimately lead to production of quality human resources for the country. Further, it is anticipated that the proposed legal reforms will consolidate the role of the HEA in quality assurance and allow for harmonization of national standards of higher education.

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CHAPTER NINE

THE STATE OF INFORMATION AND COMMUNICATION TECHNOLOGY IN ZAMBIAN HIGHER EDUCATION INSTITUTIONS

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9.1 Introduction

It is difficult to overestimate the importance of information and communication technology (ICT) to higher education in Zambia, even if, for the sake of argument, the adverse effects of the COVID-19 pandemic on higher education were factored out of the equation. The key distinguishing feature of higher education is its sophistication, for it is aimed at learning at a high level of complexity and specialization (UNESCO, 2011). Such a robust, sophisticated venture as higher education requires equally robust, sophisticated infrastructure to work as intended. Significant portions of these higher educational needs are met by ICT, rightly implemented (Habib, 2017). It is not surprising, then, that the importance of ICT is magnified when the effects of the pandemic on higher education, already convincingly outlined elsewhere in this report, are brought to bear upon considerations of the state of higher education in Zambia.

ICT, then, is crucial for higher education, but it has become doubly so with the onset of COVID-19, which is why the paucity of ICT in higher education institutions (HEIs) in Zambia is both surprising and concerning. It is for this reason that this chapter explores the question of the state of ICT in Zambian HEIs. It assesses the ICT landscape in Zambian HEIs on the eve of the pandemic with a view to considering its bearing upon the readiness of HEIs to face the challenges of the pandemic.

9.2 The Zambian ICT landscape in HEIs prior to the pandemic

This chapter takes for granted the crucial role that ICT may play in the ability of HEIs to manage disturbances, as were caused by the COVID-19 pandemic, to their normal operations. As such, two major indicators will be considered in assessing the preparedness of the higher education sector for the pandemic and its accompanying effects – the ICT policies for higher education in place pre-pandemic and the actual state of ICT and their related infrastructure in HEIs.

9.2.1 Zambian ICT policies for higher education pre-pandemic

The Government recognized the need for ICT in Zambian education generally and drafted two ICT policies in response. The National ICT Policy was launched in 2007 and notes the introduction of computer studies as a subject in public schools in 1998, and the production of ICT-literate students by private schools (Ministry of Education, 2006). It should be observed that the schools being referred to in the policy are only primary and secondary schools and not higher education institutions (HEIs). A further demerit of the policy is its failure to provide clear guidelines on how the challenges it points out will be confronted, while a solution that it offers (the scaling up of the introduction of computer studies) targets primary and secondary schools to the neglect, once again, of HEIs.

The second policy, the ICT Policy for Education, drafted in 2006, was more promising. The policy's vision for ICT was to contribute towards reaching innovative and lifelong education and training in Zambia by 2030 and a commitment was made by the then Ministry of Education to promote collaboration between the private sector and education institutions and to establish appropriate structures to facilitate the integration of ICT in the education system (Ministry of Education, 2006). Significant sums of money were budgeted for to achieve this agenda – US$63.6 million – with the 14

colleges of education at that time included under the coverage. A downside to this commitment was its strong dependence on external donor funding.

Most significantly, the National Higher Education Policy was passed in June of 2019, barely 6 months before COVID-19 was first detected in Wuhan, China. The Policy made significant contributions to higher education and correctly identified the challenges to higher education as quality and relevance, access and participation, equity and inclusiveness, and efficiency and effectiveness (Ministry of Higher Education, 2019). A moment's consideration reveals several ways in which ICT has the potential to provide significant solutions to each of these four challenges identified in the Policy.

It is important to note, here, that it is commendable that the Policy acknowledges that the implementation of e-learning solutions has helped to alleviate some of the challenges to effectiveness and efficiency in the higher education sector. However, although ICT appears in the Policy, it is always with a passing reference, an indication that the Policy did not view ICT as key and potentially central to the future of higher education. Further, no provision was made in the Policy for the possibility of disruptions to physical learning. In the outline of the guiding principles which serve as the basis for policy direction in the delivery of higher education in the country, there is no mention of ICT and its central role and increasing importance to higher education. Thus, it is not surprising that the higher education sector faced the challenges that it did when its operations were disrupted by the pandemic barely a year later.

While not disregarding the contributions of the policies outlined above, it is equally important, however, to take special note of their deficiencies, particularly in terms of their light treatment of ICT and its central role, for they indicate a lack of preparedness at policy level for the possibility of the disruption of physical education in the event of the onset of a pandemic.

9.2.2 ICT in Zambian HEIs

The clearest illustration of the paucity of ICT and its related infrastructure in Zambian HEIs, in spite of the introduction of the policies earlier outlined, can be seen in the statistical representation of HEIs offering ICT-related programmes on the eve of the outbreak of the COVID-19 pandemic in 2019. The eve of the pandemic has been chosen for particular attention because a consideration of the state of higher education at that time will indicate its readiness for the challenges which would follow upon the onset of the pandemic. The statistical representation of ICT-related programmes offered by HEIs in Zambia, in turn, has been chosen for particular attention based on the safe assumption that institutions engaged in the training of students in ICT have the necessary ICT infrastructure to conduct their programmes, without which accreditation from the Higher Education Authority (HEA) would be withheld (HEA, 2019).
It is of considerable importance to our evaluation of the readiness of HEIs for the challenges to be faced during the pandemic to note that, on the eve of the pandemic, the HEA had already expressed concerns that the field of science, engineering and technology (which includes ICT) in Zambian HEIs was not growing fast enough. It notes that:
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 (HEA, 2019, p. vii).

Indeed, statistically, on the eve of the pandemic, ICT ranked among the lowest among programmes being offered by HEIs even within the Schools of Science and Engineering. Broadly speaking, universities offered less learning programmes in the fields of Science, Technology, Engineering and Mathematics (STEM) than in the fields of Education, Business Administration, and Social Sciences (HEA, 2019). This was true in both private and public universities, albeit with varying ratios.

More specifically, for the purposes of comparison, it would be helpful to consider the actual statistics available. 343 learning programmes were offered in Business and Administration, representing 30.4% of the total learning programmes offered by universities in 2019. 316 were offered in Education (28%), 84 in Social Sciences (7.4%), 72 in the field of Health and Welfare (6.4%), 67 in the field of Humanities and Arts (6%), and 66 in the field of Engineering, Manufacturing and Construction (5.8%) (HEA, 2019).

ISCED field	Total	%
Business Administration and Law	343	30.4
Education	316	28
Social Sciences	84	7.4
Health and Welfare	72	6.4
Arts and Humanities	67	6
Engineering, Manufacturing and Construction	66	5.8
Natural Sciences, Mathematics and Statistics	57	5.1
Information and Communication Technology	46	4.1
Services	43	3.8
Agriculture, Forestry, Fisheries and Veterinary Medicine	32	2.8
Generic Programmes and Qualifications	3	0.2
TOTAL	**1129**	**100**

ICT learning programmes, on the other hand, were among the lowest in statistical proportion with 46 learning programmes offered (4.1% of the total learning programmes), right before Services and Hospitality with 43 (3.8%) and Agriculture and Veterinary Medicine with 32 (2.8%).
It should be evident from these statistics that it is not an overreaction, for this chapter to describe the state of ICT in HEIs on the eve of the pandemic as seriously lacking, providing a key factor influencing the lack of readiness by HEIs for the onset of the pandemic and its accompanying challenges.

9.3 Conclusion

The problem highlighted in this chapter is not new, nor is this paper the first to pair ICT deficiencies with a lack of ICT programmes on offer. It was the objective of the late President Levy Mwanawasa in launching the National ICT Policy of 2007 to create an innovative, market responsive, highly competitive, coordinated, and well-regulated ICT-industry (Shafika, 2007). Chief among the needs recognized by the Policy were low levels of ICT literacy and lack of standardization and certification programmes in ICT (Ministry of Education, 2006). This chapter has contended that the latter need is, in fact, a significant cause and clear illustration of the former. Together, the two needs make up a significant factor affecting the serious challenges faced during the COVID-19 pandemic by HEIs.

That is to say, there would be a significant increase in ICT literacy both in the general public and in HEIs, and thus better preparedness to handle the unique challenges to higher learning posed by pandemics, if HEIs offered ICT programmes, especially of a specialized nature. It is the recommendation of this chapter that HEIs should ensure they each have at least one ICT related programme going forward.

Further, as helpful as the two ICT policies have been, they fall short of making provision at policy level for the possibility of physical learning being disrupted by a pandemic. As pandemics are a very real threat, capable of breaking out at any moment, this is a significant omission and is a significant factor influencing the challenges faced by the higher education sector in its response to the pandemic. It is the recommendation of this chapter that the ICT policies be revised, and provision be made for such circumstances, especially because it is present realities that are being considered and not future threats to higher education.

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Entry Requirements:

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- Operational Excellence
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- Supply Chain Management
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Duration: 1years

Entry Requirements:

Graduate Degree in a Related Field.

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- Supply Chain Management
- Strategic Management
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Entry Requirements:

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Duration: 3 years

Entry Requirements:

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1. Bachelor of Arts in Educational Administration and Managament
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5. Bachelor of Education in Early Childhood Education
6. Bachelor of Education in Physical Education Sports and Mathematics
7. Bachelor of Education in Physical Education Sport and Civic Education
8. Bachelor of Education in Physical Education Sport and History
9. Bachelor of Education in Physical Education Sport and Geography
10. Bachelor of Education in Physical Education Sport and English
11. Bachelor of Education in Special Education Needs and Physical Education Sport
12. Bachelor of Education in Special Education Needs and French
13. Bachelor of Education in Special Needs Education and Religious Education
14. Bachelor of Education in Special Needs Education and Civic Education
15. Bachelor of Education in Special Needs Education and History
16. Bachelor of Education in Special Needs Education and Geography
17. Bachelor of Education in Speicla Needs Education and Mathematics
18. Bachelor of Education in Special Needs Education and English
19. Early Childhood Education Teachers Diploma
20. Primary Teacher's Diploma
21. Short Course in Special Education (Braille and Sign Language)
22. Short course in Guidance and Counselling

"Ápplicants in Possession of a Diploma in Primary Education or Early Childhood Education from recognised institutions and would like to pursue a degree in the samefield will be EXEMPTED from 1st and 2nd and shall start in 3rd Year of Study".

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2. Bachelor of Science in Physics and Mathematics
3. Bachelor of Science in Chemistry and mathematics
4. Bachelor of Science in Physics and Chemistry
5. Bachelor of Science in Mathematics and Spacial Education Needs
6. Bachelor of Science with Education- Mathematics and French
7. Diploma in Agriculture Science Education

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

1. Bachelor of Arts in Civic Education & Religious Education
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3. Bachelor of Arts in Civic Education & Linguistics and African Languages
4. Bachelor of Arts in Civic Education & Physical Education Sport
5. Bachelor of Arts in Civic Education & English
6. Bachelor of Arts in Civic Education & Special Education Needs
7. Bachelor of Arts in English & Religious Education
8. Bachelor of Arts in English & History
9. Bachelor of Arts in English & Geography
10. Bachelor of Arts in English & French
11. Bachelor of Arts in English & Linguistics and African Languages
12. Bachelor of Arts in French & Geography
13. Bachelor of Arts in French & History
14. Bachelor of Arts in French & Mathematics
15. Bachelor of Arts in French & Religious Education
16. Bachelor of Arts in Geography & History
17. Bachelor of Arts in Geography & Mathematics
18. Bachelor of Arts in Geography & Civic Education
19. Bachelor of Arts in Geography and Linguistic and African Languages
20. Bachelor of Arts in Geography & Physical Education and Sport
21. Bachelor of Arts in Geography & Religious Education
22. Bachelor of Arts in Geography & Special Education Needs
23. Bachelor of Arts in History & Religious Education
24. Bachelor of Arts in History & Civic Education
25. Bachelor of Arts in History & Linguistic and African Languages
26. Bachelor of Arts in History & Physical Education and Sport
27. Bachelor of Arts in History & Mathematics
28. Bachelor of Arts in History & Special Education needs.
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Full Grade 12 or Form five (5) certificate with a minimum of 5 "O" Levels Credits in English and any other four (4) subjects
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APPENDICES

APPENDIX I: LIST OF ESTABLISHED AND REGISTERED UNIVERSITIES IN ZAMBIA

PUBLIC UNIVERSITIES

S/n	Name of university	Contact details
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, Kitwe External.Relations@cbu.ac.zm pro@cbu.ac.zm https://www.cbu.ac.zm
3.	Kwame Nkrumah University	Plot 1583 Munkoyo Street, 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	Lot L/3170151, Great East Road, Lusaka +260974330519 +260953821693
5.	Mukuba University	Off Chingola Road, Itimpi, Kitwe +260 212 291 207, +260 956 664 797 registrar@mukuba.edu.zm www.mukuba.edu.zm
6.	Mulungushi University	Off Great North Rd, Kabwe +(260) 215 228 004, +260 215 228 004 academic@mu.ac.zm www.mu.ac.zm
7.	Palabana University	Off Leopards Hill Road, Chongwe +260977175371
8.	Robert Kapasa Makasa University	Great North Road, Mulakupikwa, Chinsali +26096575631 +260960980011
9.	University of Zambia	Great East Road Campus Lusaka registrar@unza.zm www.unza.com

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- Bachelor of Arts in Project Management
- Bachelor of Social Work Practice and Development
- Bachelor of Business Administration
- Bachelor of Education in Business Studies
- Bachelor of Science in Agriculture with Education
- Bachelor of Information and Communications Technology with Education
- Bachelor of Design and Technology with Education
- Bachelor of Information and Communications Technology in IT Business Management
- Bachelor of Science in Agriculture
- Bachelor of Architecture
- Bachelor Of Science In Environmental Management System
- Bachelor of Information and Communications Technology in Technology Management
- Bachelor of Science in Electrical and Electronics Engineering
- Bachelor of Information and Communications Technology
- Bachelor of Information and Communications Technology in Information Systems
- Bachelor of Information Security and Computer Forensics
- Bachelor of Mobile Communications
- Bachelor of Information and Communications Technology in Network Technology
- Bachelor of Information and Communications Technology in Software Engineering
- Bachelor of Information and Communications Technology in Systems Engineering

POST—GRADUATE

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- Master of Education
- Master in Project Planning Management
- Master in Business Administration
- Master of Arts in Economics
- Master of Design and Technology
- Masters In Social Work
- Master of Public Administration
- Master of Science in Plant and Soil Science
- Master in Information and Communications Technology
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Private universities in Zambia

S/n	Name of university	Contact details
1.	Africa Research University	Cresta Golfview Hotel Stand No. 10247, Block 7, Great East Road, Lusaka +260 955 885 672 office@aru-online.com, registrar@aru-online.com www.aru-online.com
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3.	African Open University	Plot No. LN-1002 20/1, Masaiti Area, Mushili Road, Ndola +260 971 054 118, +260 971 733 877 apply@ao.university www.ao.university
4.	Ambassador International University	Off Great East Road, Rufunsa +260 973 544 708, +260 972 842 608 aiu.zambia@gmail.com
5.	Bethel University	Plot No. 255 Mahetelwa Section, Mongu +260 271 221306 betheluniversitymungu@gmail.com www.betheluniversitymungu.org
6.	Blessings University of Excellence	Plot number 26523, corner of Vubu and Lumumba Road, Lusaka +260 211 244901/2, +260 979 953 381 admin@blueuniversity.net www.blueuniversity.net
7.	Brook Besor University	Plot 37889 Mill House, Lunsenfwa Road, Kalundu, Lusaka +260 979 186 737, +260 955 767 344
8.	Cavendish University	Corner of Great North and Washama Road Villa Elizabeth, Lusaka +260 211 387600, +260 211 387 601 cavendish@cavendish.co.zm www.cavendishza.org
9.	Central African Baptist University	P.O. Box 21891, Kitwe +260 977 415 011 info@cabcollege.org, admissions@cabcollege.org www.cabcollege.org
10.	Chreso University	Plot 17734, Nangwenya Road, Lusaka +260 977 857 754 vicechancellor@chresouniversity.edu.zm registrar@chresouniveristy.edu.zm www.chreso.org
11.	City University of Science and Technology	4th Floor, Provident House, Cairo Road, Lusaka +260 211 226 307, +260 955 226 307 cityuniversity2008@gmail.com www.city.ac.zm
12.	Copperstone University	Plot No. 38002/M, Baluba Ndola – Kitwe Highway, Kitwe +260 966 945 926, +260 965 814 670, +260 966 921 050 sitwalamundia@yahoo.com www.copperstone-university.info

S/n	Name of university	Contact details
13.	DMI-St. Eugene University	Plot No. B2029/M, 9 Miles, Great North Road, Chibombo +260 977 613 644 dmiseuregistraroffice@gmail.com, dmiseuzm@gmail.com www.dmiseu.edu.zm
14.	Eden University	Plot No. 43/913/873 Balastone Park, Lusaka +260 211 843 535 edenuniversity@edenuniversity.net, www.edenuniversity.net/
15.	Evangelical University	Plot 60-64 Kwacha Road, Ndola +260 212 614 304, +260 968 500 836 +260 950 950 776 info@evangelicaluniversity.ac.zm www.evangelicaluniversity.ac.zm/
16.	Gideon Robert University	5th Floor, NAPSA Building, Cairo Road, Lusaka +260 211 223 737, +260 211 232 150 registrar@gideonrobertuniversity.com, vc@gideonrobertuniversity.com www.gideonrobertuniversity.com/
17.	Harvest University	Plot No. 9027, Buluwe Road, Woodlands, Lusaka +260 211 232 650/51, +260 955 231 149 harvestuniversity.zm@gmail.com vc@harvestuniversity.edu.zm www.harvestuniversity.edu.zm
18.	Information and Communication University	P.O. Box 30226, Lusaka +260 211 221 662, +260 979 303 567, +260 211 845 754, +260 955 097 513, icu@icuzambia.net, icuzambia@gmail.com www.icuzambia.net
19.	Justo Mwale University	Plot 19 Munali Road, Chamba Valley, Lusaka +260 211 294 252, +260 975 819 348, +260 979 093 048 info@justomwale.net registrar@justomwale.net www.justomwale.net/
20.	Kenneth Kaunda Metropolitan University	Kabulonga Shopping Complex, Chindo Road, Lusaka +260 211 268 471, +260 965 943 295 kmu2012@gmail.com info@kkmu.ac.zm www.kkmu.ac.zm
21.	Livingstone International University of Tourism Excellence and Business Management (LIUTEBM)	Plot # 2746/M 2nd Street, Ibex Extension, Lusaka +260 978 430 872, +260 977 766 866, +260 979 700 090, +260 211 237897 liutebmuniversity@gmail.com www.liutebmuniversity.org
22.	Lusaka Apex Medical University	Plot No. 12681/M, Hillview Park, Along Kasama Road, Lusaka +260 973 072 966, +260 975 950 286, +260 211 843 032 dorothyjlungu@gmail.com info@lamu.edu.zm www.lamu.edu.zm/
23.	Management College of Southern Africa (MANCOSA)	47 Independence Avenue, Rhodes Park, Lusaka +260 211 258 684, +260 979 044 454 zambia@mancosa.co.za www.mancosa.co.za

S/n	Name of university	Contact details
24.	Mansfield University	1st Floor, Kulima Tower Building, Katunjila Road, Lusaka +260 976 098 786 mansfielduniversitycollege@gmail.com www.mansfielduniversitylusaka.com/
25.	Mosa University	Plot No. 2, 15 miles, Great North Road, Chibombo P.O. Box 37504, Lusaka, Zambia +260 979 781 141, +260 977 884 174, +260 977 898 143, +260 975 686 381 www.mosauniversity.org
26.	Northrise University	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/
27	Oak University	Plot No 5232 Makishi Road, Lusaka +260975907678 oakuniversity1@gmail.com www.oakuniversity.net
28.	Open Window University	24 Cheetah Road, Kabulonga, Lusaka +26 76 388 5871 info@owu.edu.zm
29.	Paglory University	Plot No. 8039, Clinic Road, Kabwe +260 215 222 729, +260 966 423 643 pagloryuniversity@gmail.com
30.	Rockview University	Plot No. 23258, Off Lake Road, Ibex Hill, Lusaka +260 211 238 065, +260 955 151 517, +260 967 976 961 hoseachishala5@gmail.com www.rockviewuniversity.com
31.	Rusangu University	Plot No. 269a, Rusangu Mission, Monze +260 213 255 471, +260 976 271 138 admissions@ru.edu.zm pro@ru.edu.zm www.ru.edu.zm
32.	South Valley University	Chikankata, Off Livingstone Road, Mazabuka +260 977 293 160, +260 962 196 186, +260 955 692 004 svuzambia@gmail.com www.southvalleyuniversity.com
33.	St. Bonaventure University	Plot No. 40/a/E/9/1, Chikupe Road, Bonaventure, Lusaka +260 211 273 240, +260 211 273 243, +260 973 589 831 office@sbuc-zm.org www.sbuc-zm.org
34.	St. Dominic's Major Seminary	Plot No. 09/4889, Mutende Road, Woodlands, Lusaka +260 211 260 198, +260 975 559 999 bchibuluma@gmail.com, seminary1978@live.com
35.	Sunningdale University	Plot 126G/B, Kudu Road, Kabulonga, Lusaka +260 976 842 520, +260 969 917 844, +260 955 958 565, +260 211 268 527 sunningdalezambia@gmail.com www.sunningdaleuniversity.ac.zm
36.	Supershine University	Plot 5402/M Los Angeles Road, Makeni Area, Lusaka +260 211 234 053, +260 966 791 120, +260 977 590 002 registrar@supershineuniversity.net vc@supershineuniversity.net

S/n	Name of university	Contact details
37.	Texila American University	Stand 37605, Kwacha Square, KPTF Building, Lake Road, Lusaka +260 971 269 480, +260 962 649 711 info@tauedu.org www.tauedu.org
38.	The University of Barotseland	Plot No. 154, Senanga Road, Mongu +260 217 221 153, +260 977 129 730, +260 977 430 928 imwanawinaiii@gmail.com www.ubl.edu.zm
39.	Trans-Africa Christian University	Plot No. 2580/M, Itimpi, Off Government Road, Kitwe +260 977 876 913 info@tacuzambia.org, registrar@tacuzambia.org www.tacuzambia.org
40.	Trinity University	Plot 29382, Off Alick Nkhata Road, Lusaka +260 977 501 896, +260 954 118 414, +260 977 847 833, +260 963 592 588 info@trinityuniversity.edu.zm, trinityuniversityzambia@gmail.com www.trinityuniversity.edu.zm
41.	Twin Palm Leadership University	S/D15 of S/DA of farm No. 85a, Turn Park, Chikankata, Lusaka +260 976 342 569 www.tplu.org
42.	UNICAF (Zambia Limited) University	Stand No. 20842, Off Alick Nkhata Road, Lusaka +260 211 250 522 info@unicafuniversity.com www.unicafuniversity.ac.zm/
43.	United Church of Zambia University	Plot No. 150 off Kitwe-Chingola Road, MEF campus, Mindolo, Kitwe +260 212 211 029, +260 977 973 891, +260 976 046 905, +260 966 946 457 www.uczuniversity.org
44.	University of Africa	Plot 2982, Bukavu Road, Off Mwaluma Road, Thorn Park, Lusaka +260 965 432 111, +260 976 190 282 admin@universityofafrica.net registrar@universityofafrica.net
45.	University of Edenberg	Glenwood park, off Jambo Drive, Kitwe +260 966 867401, +260 977 867 401 info@ue.edu.zm, vc@ue.edu.zm
46.	University of Lusaka	Plot No. 37413, Off Alick Nkhata Road, Lusaka +260 211 233 407, +260 211 258 409 www.unilus.ac.zm/
47.	University of the Foundation for Cross-cultural Education	Plot No. 30588, Koti ni Eden, Masaiti, Luanshya +260 963 525 402 admin@fceunicol.com www.fceunicol.com
48.	Victoria Falls University of Technology	Stand 2621, Nakatindi Road, Livingstone +260 213 323 338, +260 977 687 079, +260 977 684 673 gakapelwa@gmail.com www.vfu.ac.zm
49.	Zambia Catholic University	Plot No. 1937, Ntundwe Drive, Kalulushi +260 212 730 209, +260 974 305 033, +260 968 645 143 vcofficezcu@gmail.com, registrar@zcuniversity.edu.zm, www.zcuniversity.edu.zm

S/n	Name of university	Contact details
50.	Zambian Christian University	Brethren in Christ Church, Choma +260 213 220 228 biczambia@gmail.com
51.	Zambian Open University	New Foundland Campus, Unity Road, off Mumbwa Road, Lusaka +260 211 845 469, +260 969 672 965, +260 976 123 055 admissions@zaou.ac.zm www.zaou.ac.zm/
52.	Zambian Royal Medical University	P.O. Box 33859, Lusaka +260 977 337 044, +260 962 574 011, +260 950 613 324 zmedicaluniversity@gmail.com
53.	ZCAS University	Plot 5309, Dedan Kimathi Road, Lusaka +260 211 232 093/5 information@zcas.edu.zm www.zcas.ac.zm/

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- Bachelor of Education in Guidance and Counseling
- Bachelor of Human Resource Management
- Bachelor of Mass Communication
- Diploma in Primary Education
- Diploma in Teaching Methodology
- Master of Arts in Human Geography
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Appendix II: List of accredited learning programmes in universities in Zambia as at first quarter of 2021

1.	**African Open University**	
	Diploma in Accounts and Finance Diploma in Strategic Management Diploma in Energy Management Diploma in Business Excellence Diploma in Banking and Insurance Diploma in Banking and Finance Diploma in Operational Excellence Diploma in Process Excellence Diploma in Supply Chain Management Bachelor of Management in Accounts and Finance Bachelor of Management in Strategic Management Bachelor of Management in Banking and Finance Bachelor of Management in Supply Chain Management Bachelor of Management in Process Excellence Bachelor of Management in Banking and Insurance Bachelor of Management in Operational Excellence Bachelor of Management in Business Excellence Bachelor of Management in Energy Management Postgraduate Diploma in Energy Management Postgraduate Diploma in Banking and Insurance Postgraduate Diploma in Banking and Finance	Postgraduate Diploma – Business Excellence Postgraduate Diploma in Supply Chain Management Postgraduate Diploma in Process Excellence Postgraduate Diploma – Strategic Management Postgraduate Diploma – Operational Excellence Postgraduate Diploma in Accounts and Finance Master of Business Administration - Process Excellence Master of Business Administration in Accounts and Finance Master of Business Administration – Human Resource Management and Development Master of Business Administration - Energy Management Master of Business Administration – Banking and Finance Master of Business Administration – Operational Excellence Master of Business Administration – Business Excellence Master of Business Administration - Banking and Insurance Bachelor of Business Administration Master of Business Administration - Supply Chain Management Master of Business Administration - Strategic Management Doctor of Philosophy in Business Studies
2.	**Africa Research University**	
	Bachelor of Education (Primary) Bachelor of Education (Secondary) Bachelor of Business Administration Master of Public Administration	Master of Philosophy in Development Studies Master of Education Master of Business Administration Doctor of Philosophy in Development Studies
3.	**African Christian University**	
	Bachelor of Arts in Theology Master of Arts in Pastoral 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
	Bethel University	

5.	Bachelor of Education (English Languages and Literature) Bachelor of Education (Primary) Bachelor of Education (Religious Education) Bachelor of Education (Early Childhood Education)	Bachelor of Education (History) Bachelor of Business Administration (Human Resources Management) Bachelor of Science in Agribusiness
6.	Blessings University of Excellence	
	Bachelor of Education (Primary) Bachelor of Education (Secondary)	Bachelor of Business Administration
7.	Brook Besor University	
	Bachelor of Arts in Education Bachelor of Business Administration	Bachelor of Arts in Economics
8.	Cavendish University	
	Bachelor of Mass Communication and Public Relations Bachelor of Laws Bachelor of Science in Clinical Medicine Bachelor of Science in Computing Bachelor of Journalism and Mass Communication Bachelor of Medicine and Bachelor of Surgery Bachelor of Information Technology Bachelor of Development Studies Bachelor of Education Bachelor of Social Work Postgraduate Diploma in Teaching Methods and Learning Resources Bachelor of Arts in Public Relations	Bachelor of Accountancy Bachelor of Arts in Banking and Finance Bachelor of Arts in Purchasing and Supply Bachelor of Arts in Economics Bachelor of Business Administration Postgraduate Diploma in Monitoring and Evaluation Master of Development Studies Master of Arts in Public Relations Master of social Work Master of Project Management Bachelor of Science in Project Management Master of Business Administration - Finance Master of Business Administration - General Master of Business Administration - Human Resources
9.	Central African Baptist University	
	Diploma in Primary Education Diploma in Bible Studies	Bachelor's in Bible Studies
10.	Chalimbana University	
	Bachelor of Home Economics Bachelor of Education - Leadership and Management Bachelor of Early Childhood Education Bachelor of Education (Primary) Bachelor of Business Studies with Education Bachelor of Education (Secondary) Bachelor of Business Studies with Education	Bachelor of Science in Purchasing and Supply Chain Management Master of Business Studies with Education Master of Science in Purchasing and Supply Chain Management Bachelor of Business Administration in Entrepreneurship Master of Education in Educational Leadership and Management
11.	Chreso University (Lusaka Campus)	
	Bachelor of Science in Psychology and Counselling Bachelor of Science in Public Health	Bachelor of Business Administration (Human Resources Management) Master of Science in Psychology and Counselling Master of Public Health

	Diploma in Clinical Medical Sciences - General Bachelor of Science Nursing Bachelor of Arts with Education (Civic Education and English) Bachelor of Arts with Education (Religious Education) Postgraduate Diploma in Teaching Methodology Bachelor of Business Administration - Finance	Master of Business Administration - Finance Master of Business Administration (General) Master of Business Administration - Human Resources Master of Business Administration in Project Management Master of Business Administration - Human Resources Management
12.	Chreso University (Ndola Campus)	
	Diploma in Clinical Medicine Bachelor of Science in Public Health	Bachelor of Science in Nursing
13.	City University of Science and Technology	
	Diploma in Nursing Diploma in Clinical Medicine Secondary Teachers Diploma Primary Teachers Diploma Diploma in Early Childhood Education Bachelor of Education in Primary Education	Bachelor of Education (Secondary Education) Bachelor of Education in Early Childhood Education Postgraduate Diploma in Teaching Methodology
14.	Copperbelt University	
	Bachelor of Science in Construction Management Bachelor of Science in Quantity Surveying Bachelor of Science in Real Estate Management Bachelor of Science in Urban and Regional Planning Bachelor of Medicine and Bachelor of Surgery Bachelor of Dental Surgery Bachelor of Science in Clinical Medicine Bachelor of Banking and Finance Bachelor of Business Project Management Bachelor of Economics Bachelor of Business Administration Bachelor of Science in Marketing Bachelor of Science in Public Procurement Bachelor of Human Resource Management Bachelor of Science in Operations and Production Management	Bachelor of Science (Business and Project Management) Master of Philosophy in Metallurgical and Mineral Processing Engineering Master of Philosophy in Chemical Engineering Master of Science in Environmental Engineering, Management and Monitoring Master of Philosophy in Biotechnology Engineering Master of Philosophy in Environmental Engineering, Management and Monitoring Master of Philosophy in Mining PhD in Natural Resources Management PhD in Chemical Engineering PhD in Biotechnology Engineering PhD in Environmental Engineering, Management and Monitoring PhD in Metallurgical and Mineral Processing Engineering

	Bachelor of Science in Economics	
15.	Copperstone University	
	Bachelor of Arts in Local Government Administration Bachelor of Arts with Education (Civic Education and Religious Education) Bachelor of Business Administration Bachelor of Development Studies Bachelor of Education (Religious Education and English) Bachelor of Human Resource Management Bachelor of Mechanical Engineering	Bachelor of Arts in Local Government Administration Bachelor of Arts with Education (Civic Education and Religious Education) Bachelor of Business Administration Bachelor of Development Studies Bachelor of Education (Religious Education and English) Bachelor of Human Resource Management Bachelor of Mechanical Engineering
16.	DMI St Eugene University (Chibombo Campus)	
	Bachelor of Arts in Secondary Education (Civic Education and Religious Education) Bachelor of Arts in Secondary Education (Civic Education and English) Bachelor of Arts in Secondary Education (Geography and History) Bachelor of Arts in Social Work Bachelor of Arts in Social Work and Counselling Bachelor of Arts with Education (English) Bachelor of Arts with Education (History) Bachelor of Business Administration Bachelor of Computer Science Bachelor of Education (Biology) Bachelor of Education (Chemistry) Bachelor of Education (Primary Education) Bachelor of Engineering in Computer Science Engineering Bachelor of Science in Food and Nutrition Bachelor of Science in Geography Bachelor of Science in Secondary Education (Biology and Chemistry) Bachelor of Science in Secondary Education (Information Communication Technology) Bachelor of Science in Secondary Education (Mathematics and Biology) Bachelor of Science in Secondary Education (Physics and Chemistry)	Diploma in Commerce Diploma in Computer Science Diploma in Primary Education Diploma in Social Work Master of Business Administration Master of Commerce in Accounts and Finance Master of Education (Biology) Master of Education (Chemistry) Master of Education (Civic Education) Master of Education (Mathematics Education) Master of Education- Education Administration and Management Master of Education in Geography Education Master of Education in Physics Education 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
17.	DMI St Eugene University (Chipata Campus)	
	Bachelor of Science in Computer Science Bachelor of Commerce Master of Business Administration in Human Resources Management	Master of Business Administration in Finance and International Business
18.	Eden University	
	Bachelor of Laws Bachelor of Science in Nursing Bachelor of Science in Clinical Medicine	Bachelor of Education (Primary Education) Bachelor of Education (Secondary Education)
19.	Edenberg University	
	Bachelor of Public Administration	Bachelor of Education in Primary Education Bachelor of Business Administration

	Bachelor of Education in Secondary Education	
20.	Evangelical University	
	Bachelor of Missions and Development Studies Bachelor of Theology Bachelor of Theology and Religious Education for Secondary School Teachers. Bachelor of Primary School Teacher Education	Advanced Certificate in Ministry Studies Diploma in Missions and Development Diploma in Theology and Religious Education Diploma in Theology Diploma in Evangelical Studies
21.	Gideon Robert University	
	Diploma in Secondary Education Diploma in Primary Education Bachelor of Arts with Education (English) Bachelor of Education in Special Education Bachelor of Arts with Education in Geography Bachelor of Accountancy	Bachelor of Arts with Education (Civic Education) Bachelor of Business Administration Bachelor of Human Resources Management Master of Education in Linguistics
22	Gideon Robert University (Kalulushi Campus)	
	Diploma in Clinical Medicine	
23	Gideon Robert University (Lilayi Campus)	
	Diploma in Nursing Postgraduate Diploma in Teaching Methodology	Master of Education in Civic Education
24.	Harvest University	
	Diploma in Environmental Health	Bachelor of Science in Environmental Health
25.	Information and Communications University	
	Bachelor of Science in Environmental Management System Bachelor of Science in Agriculture Science Bachelor of Education in Business Studies Bachelor of Education (Primary Education) Bachelor of Public Administration and Development Bachelor of Human Resources Management Bachelor of Social Work	Bachelor of Education in Arts and Business Studies Bachelor of Science in Information and Communication Technology Bachelor of Science in Information Security and Computer Forensics Master's in Education Management (Leadership and Policy Development)
26.	Justo Mwale University	
	Diploma in Theology Bachelor of Theology	Master of Theology
27.	Kapasa Makasa University	
	Bachelor of Science in Aquaculture Bachelor of Fisheries	Bachelor of Science in Fisheries and Aquaculture
28.	Kenneth Kaunda Metropolitan University	
	Bachelor of Science in Banking and Finance	

29.	Kwame Nkrumah University	
	Diploma in Education Bachelor of Arts with Education Bachelor of Science in Design and Technology with Education Bachelor of Business Studies with Education	Master of Arts in History Master of Education in Special Education Postgraduate Diploma in Teaching Methodology
30.	Lusaka Apex Medical University	
	Bachelor of Pharmacy Bachelor of Science in Environmental Health Bachelor of Science in Nursing Diploma in Nursing	Bachelor of Medicine and Bachelor of Surgery Master of Public Health Bachelor of Science in Public Health Bachelor of Science in Nutrition and Dietetics
31.	MANCOSA University	
	Bachelor of Business Administration	Master of Business Administration
32.	Mukuba University	
	Diploma in Home Economics Bachelor of Science in Nutritional Science Bachelor of Science in Environmental and Climate Change Bachelor of Science in Biology Bachelor of Science in Mathematics and Statistics	Postgraduate Diploma in Teaching Methods Bachelor of Education in Geography Bachelor of Education (Biology) Bachelor of Education in Nutritional Sciences Bachelor of Education in Textile and Clothing Master of Science in Nutritional Science
33.	Mulungushi University	
	Bachelor of Advertising and Marketing Bachelor of Arts with Education (English and Geography) 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) Bachelor of Arts with Education (History and Civics) Bachelor of Banking and Finance Bachelor of Biomedical Sciences Bachelor of Engineering in Agricultural Engineering Bachelor of Engineering in Electrical and Electronic Engineering Bachelor of Engineering in Mechanical Engineering Bachelor of ICT with Education Bachelor of Industrial Psychology Bachelor of International Relations and Development	Bachelor of Public Administration Bachelor of Purchasing and Supply management Bachelor of Science in Land and Water Resources Management Bachelor of Science (Biological Sciences) Bachelor of Science in 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 in Physics Bachelor of Science in Environmental Studies Bachelor of Social Work Master of Science in Agriculture Risk Management Master of Arts in Civic Education and Transformational Leadership Master of Arts in History Master of Climate Change and Sustainable Development Master of Education in Curriculum Studies Master of Laws Master of Marketing Master of Public Administration Master of Science in Agribusiness Management Master of Science in Computer Science

	Bachelor of Laws Bachelor of Local Government Administration Bachelor of Marketing Bachelor of Medicine and Bachelor of Surgery Bachelor of Psychology	Master of International Relations Master of Social Work
34.	Northrise University	
	Bachelor of Business Administration Bachelor of Finance and Accounting Bachelor of Finance and Accounting Bachelor of Human Resource Management Bachelor of Human Resource Management Bachelor of Information Technology Bachelor of Laws Bachelor of Science in Computer Science Bachelor of Science Nursing Bachelor of Theology	Certificate in Teaching Methodology Diploma in Human Resource Management Diploma in Human Resource Management. Executive Master of Business Administration
35.	Oak University	
	Bachelor of Business Studies with Education Bachelor of Arts with Education (Civic Education and English)	Master of Business Administration
36.	Open Window University	
	Bachelor of Arts in Design Arts Bachelor of Arts in Experimental Media	Bachelor of Arts in Interaction Design Bachelor of Arts in Moving Image
37.	Paglory University	
	Bachelor of Physical Education and Sport Bachelor of Education (Primary) Bachelor of Education (History)	Bachelor of Education Religious Studies Bachelor of Agriculture Science with Education Bachelor of Business Administration
38.	Palabana University	
	Diploma in Animal Production	
39.	Rockview University (Lusaka Campus)	
	Bachelor of Laws Bachelor of Science in Food and Nutrition Bachelor of Education in Agricultural Science Diploma in Nursing Diploma in Secondary Teaching (Religious Studies and Mathematics) Diploma in Secondary Teaching (Business Studies) Diploma in Secondary Teaching (Social Sciences and English) Diploma in Secondary Teaching (Zambian Languages and English) Bachelor of Arts with Education (English Language and Literature)	Bachelor of Science with Education in Agriculture Bachelor of Education in Agricultural Science Bachelor of Education (Geography and Mathematics) Bachelor of Arts with Education (Civic Education and English) Bachelor of Science in Education (Home Economics) Bachelor of Arts in Economics Bachelor of Business Administration Bachelor of Accountancy Bachelor of Education (Geography and Mathematics)
40.	Rockview University (Chipata Campus)	

	Diploma in Nursing	
41.	Rusangu University (Lusaka Campus)	
	Bachelor of Science in Nursing	
42.	Rusangu University (Monze Campus)	
	Bachelor of Arts in Journalism Bachelor of Science - General and Business Agriculture Bachelor of Science with Education - Agriculture Science Bachelor of Science in Nursing Bachelor of Arts in Sociology Bachelor of Arts in Peace and Conflict Resolution Bachelor of Arts in Theology Bachelor of Arts with Education – Civic Education	Bachelor of Arts in History with Education Bachelor of Science with Education in Mathematics Master of Science in Agriculture with Education Master of Educational Administration and Curriculum Development Doctor of Philosophy in Education - Educational Administration and Leadership
43.	St Dominic's Seminary University	
	Bachelor of Theology	
44.	Supershine University	
	Bachelor of Science in Project Management Bachelor of Arts in Economics	Bachelor of Science in Business Administration
45.	Texila American University	
	Bachelor of Science in Information Technology Bachelor of Medicine and Bachelor of Surgery Bachelor of Pharmacy Bachelor of Science in Nursing Diploma in Nursing Diploma in Pharmacy Bachelor of Medicine and Bachelor of Surgery Bachelor of Business Administration	Bachelor of Science in Finance and Accounting Bachelor of Science in Marketing Bachelor of Science in Project Management Master of Project Management Master of Science in Banking and Insurance Master of Business Administration Master of Public Health
46.	Trans-African Christian University	
	Bachelor of Arts in Bible Theology	Master of Arts in Theological Studies
47.	Twinpalm Leadership University	
	Bachelor of Education in Secondary Education	
48.	UNICAF University Zambia	
	Bachelor in Hospitality Management Bachelor of Business Administration Bachelor of Laws Bachelor of Marketing Management Bachelor of Science - Accounting Doctor of Philosophy - Business Studies Doctor of Philosophy in Education	Master of Business Administration in Oil, Gas and Energy Management Master of Business Administration - Management Master of Business Administration Master of Business Administration - Finance Master of Business Administration - Health Management

	Doctor of Philosophy in Social Sciences and Humanities Doctor of Business Administration. Master's in Literature Master of Arts in Educational Leadership and Management Master of Arts in English Language and Literature Master of Business Administration in Marketing	Master of Business Administration - Management Information Systems Master of Laws Master of Public Administration Master of Science in Managerial Psychology Master of Science in Health Care Management Master's in Education Master's in Web Design and Development
49.	United Church of Zambia University	
	Diploma in Theology Diploma in Diaconal Ministry	Bachelor of Theology
50.	University of Africa	
	Bachelor in Secondary Education Bachelor of Business Administration Bachelor of Education (Primary) Bachelor of Education in Commerce Bachelor of Education in Early Childhood Education Bachelor of Laws Bachelor of Marketing Bachelor of Science in Agribusiness Management Bachelor of Science in Entrepreneurship Bachelor of Science in Occupational Health 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 Master of Education - Education Management and Administration Master of Education - Education Management and Administration by Research Masters in Literacy and Literacy Studies and Development Postgraduate Diploma in Teaching Methodology
51.	University of Barotseland	
	Bachelor of Business Administration	Bachelor of Arts in Economics
52.	University of Lusaka	
	Bachelor of Accountancy Bachelor of Arts in Development Studies Bachelor of Arts in Peace and Conflict Resolution Bachelor of Laws Bachelor of Medicine and Bachelor of Surgery Bachelor of Public Health Bachelor of Science in Human Resources Management Bachelor of Science in Banking and Finance Bachelor of Science in Marketing Bachelor of Science in Politics and International Relations Bachelor of Science in Public Administration	Bachelor of Science in Purchasing and Supply Bachelor of Science in Information Systems and Technology Bachelor of Science in Information Technology with Education Certificate in Health Informatics Master of Arts in Peace and Security Studies Master of Science in Accounting and Finance Master of Science in Auditing Master of Science in Environmental Management Master of Science in Public Finance and Taxation Master of Science in Supply Chain Management Postgraduate Diploma in Lecturing / Teaching Methodology

53.	University of the Foundation for Cross-Cultural Education	
	Bachelor of Education in Primary Education	
54.	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 French Bachelor of Arts in History Bachelor of Arts in Philosophy and Applied Ethics Bachelor of Arts in Population Studies Bachelor of Education in Environmental Education Bachelor of Education in Literacy and Language Bachelor of Education in Social Sciences Bachelor of Education in Sociology of Education Bachelor of Education with Special Education Bachelor of Engineering (Agricultural Engineering) Bachelor of Engineering (Civil and Environmental Engineering) Bachelor of Engineering (Electrical and Electronic Engineering) Bachelor of Engineering (Mechanical Engineering) Bachelor of Engineering in Geomatic Engineering Bachelor of Laws Bachelor of Mass Communication Bachelor of Media and Journalism Studies Bachelor of Medicine and Bachelor of Surgery	Bachelor of Science (Agricultural Extension) Bachelor of Science in Agricultural Economics Bachelor of Science in Animal Science Bachelor of Science in Biomedical Sciences Bachelor of Science in Environmental Health Bachelor of Science in Food Science and Technology Bachelor of Science in Human Nutrition Bachelor of Science in Pharmacy Bachelor of Science in Nursing Bachelor of Veterinary Medicine Master of Education in Mathematics Master of Education in Science Education Master of Education with Special Education Master of Engineering in Agriculture Engineering Master of Science in Agricultural Economics Master of Science in Animal Nutrition Master of Science in Corporate Communication Master of Science in Geography Master of Science in Human Nutrition Master of Science in One Health Analytical Epidemiology Master of Science in One Health Food Safety Master of Science in Operation and Supply Chain Management Master of Science in Sustainable Land and Environmental Management Postgraduate Diploma in Gender and the Law Postgraduate Diploma in Human Rights
55.	Victoria Falls University of Technology	
	Bachelor of Education Bachelor of Science (Mathematics) with Education Bachelor of Information Technology with Education	Bachelor of Education (Primary) Master of Education in Education Administration and Management Bachelor of Business Administration
56.	Zambia Catholic University	
	Bachelor of Accountancy Bachelor of Arts in Journalism and Mass Communication Bachelor of Arts in Public Relations	Bachelor of Education (Secondary) Bachelor of Education in Guidance and Counselling Bachelor of Human Resource Management Bachelor of Mass Communication

	Bachelor of Banking and Finance Bachelor of Business Administration Bachelor of Commerce with Education Bachelor of Development Studies Bachelor of Economics	Diploma in Primary Education Diploma in Teaching Methodology Master of Arts in Human Geography Master of Arts in Peace and Conflict Studies
57.	Zambian Open University	
	Bachelor of Business Administration (Accounting) Bachelor of Education (Early Childhood Education) Bachelor of Education (Primary Education) Bachelor of Education (Secondary Education) Bachelor of Guidance and Counselling Bachelor of Laws	Bachelor of Science in Agribusiness Management Bachelor of Science in Agricultural Economics Master of Education in Early Childhood Education Master of Education in Literacy and Development
58.	Zambian Christian University	
	Bachelor of Arts in Business Administration	
59.	ZCAS university	
	Bachelor's in Management Accounting Bachelor of Accountancy Bachelor of Accounting Bachelor of Accounting and Finance Bachelor of Accounting with Education Bachelor of Arts in Economics Bachelor of Arts in Financial Services Bachelor of Economics and Finance Bachelor of Laws Bachelor of Science in Development Finance Bachelor of Science in Accounting and Finance Bachelor of Science in Banking and Finance Bachelor of Science in Computing with Education	Bachelor of Science in Finance and Investment Management Bachelor of Science in Information Technology Bachelor of Science in Marketing Management Bachelor of Science in Network Engineering Bachelor of Science in Security and Crime Science Master of Business Administration Master of Business in Procurement and Logistics Master of Science in Accounting and Finance Master of Science in Financial Services Master of Science in Project Management Postgraduate Diploma in Project Management

Gideon Robert University

Breaking New Frontiers in Higher Education

- B.A Development Studies
- B.A Public Administration
- B.Sc Political Science
- B.SW. Social Work

A. SCHOOL OF EDUCATION

- B.A. (Ed) Early Childhood Education
- B.A. (Ed) Primary Education
- B.A. (Ed) Special Education
- B.A. (Ed) Secondary Education (Social Science)
- B.Sc. (Ed) Secondary Education (Natural Sciences)
- B.Sc. (Ed) Agriculture Science
- B.Sc. (Ed) Business Education
- B.Sc.(Ed) Information and Communication Technology
- B.Sc.(Ed) Information and Communication Technology
- Dip (Ed) Teaching methodology

A. SCHOOL OF BUSINESS

Bachelor of accountancy

- Bachelor of Business Administration
- Bachelor of Science in Entrepreneurship
- Bachelor of Science in Purchasing and Supply

A. SCHOOL OF AGRICULTURE AND ENVIRONMENTAL STUDIES

- Bachelor of science in Agriculture (General)
- Bachelor of Science in Agriculture (Animal Science)
- Bachelor of Science in Agriculture (Economics and Agro Business)

F. SCHOOL OF HEALTH SCIENCE AND BO -SCIENCES

- Bachelor of Biochemistry
- Bachelor of Occupational Safety and Health Environment
- Bachelor of Science Biotechnology
- Bachelor of Science in Forensic Psychology
- Bachelor of Science in Guidance and Counseling
- Bachelor of Science in Psychology

G. SCHOOL OF ENGINEERING

- Bachelor of science in Telecommunications and Information Systems
- Bachelor o Science in Information Technology
- Bachelor of Science in Computer Systems

H. SCHOOL OF GRADUATE STUDIES

- Master of Arts (Linguistic Science)
- Master of Arts (Public Administration)
- Master of Arts (Entrepreneurship and Development)
- Master of Arts (Social Work)
- Master Business Administration
- Master of Human Resource Management
- Master of Science (Agriculture)
- Master of Science (Leadership)
- Master of Science (Information Systems)
- Master of Science (Purchasing and Supply)
- Master of Education (Geography)
- Master of Education (Religious Studies)

Master of Education (Mathematics)

- Master of Education (Civil Education)
- Master of Education (Socialogy)
- Master of Education (Psychology)
- Master of Public Health

MBchB

School of Medicine and Health Science

Bsc Clinical Medicine 4yrs
Bsc Public Health 4yrs
Bsc Nursing and Midwifery Council of Zambia
Bsc Nursing 4yrs

REQUIREMENTS

Mathematics -English-Biology Science & any other two options

260211223737,
0969899875,
0979966615
Email:Addess:
vc@gidoenrobertuniversity.com
Or come in Person at NPF building Cairo Raod Next to Bank of Zambia Lusaka,Zambia

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Gideon Robert university is accredited by higher Education Authority,
Health Professional council of Zambia, Nurse and Midwifery Council of Zambia, Zambia qualification Authority

THE UNIVERSITY OF BAROTSELAND

Join UBL for quality and affordable university education
Enrol online at:
http://srms.zynle.com:8080/ubl/pums/

MISSION

To provide quality and relevant education, research and consultancy services which will contribute to the socioeconomic development and political stability of the local community, the nation of Zambia and the outside world.

LOCATION

Located in the peaceful and tranquil environment of western Zambia, which hosts to some of the world's attractive tourist sites: Liuwa National Park, Kafue National Park; Sioma Falls; the Zambezi River and the vast Barotse flood plains, which hosts the mighty Kuomboka ceremony.

LOCAL AND INTERNATIONAL COLLABORATION

- The Association of African Universities, The University of Zambia, Victoria Falls University of Technology, Copperbelt University and Mongu Catholic College of Education.
- The University of Columbia (USA), the University of Birmingham (UK) and British Columbia University (Canada), include student exchanges.

INFRASTRUCTURE DEVELOPMENT

The UBL has embarked on a multi-million US Dollar project to build a networked university city, namely: the Simonolui main campus, the Lialumba Industrial campus, the Katongo University Village and the Miulwe Commercial Campus

The University of Barotseland (UBL) provides academic, research and consultancy services

UNDERGRADUATE DEGREE PROGRAMS

The UBL provides undergraduate and postgraduate degree programmes under the:

- **School of Education;**
- **School of Humanities and Social development;**
- **School of Natural Resources;**
- **School of Economics, Business Studies and Law; and**
- **School of Health Sciences.**

POSTGRADUATE DEGREE PROGRAMS

- **School of Education;**

RESEARCH AND CONSULTANCY

- Directorate of Research and Constancy.
- Centre for Human Rights and Social Justice.
- Centre for Poverty Alleviation and Sustainable International Development.
- Centre for Corporate Governance and National Industrial Planning.

FEES (PER COURSE/SEMESTER)

UBL proud itself in providing quality and affordable tuition fees to its students at K1,250.00 full-time and K1,000.00 Distance for the Bachelor of Arts program; K1,500.00 full-time and K1,250.00 Distance for the Bachelor of Science Program.

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Enrol online at:
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CONTACT DETAILS:

The University of Barosteland
Administration Campus, Off Mongu – Senanga Road, Mongu
Tel: +260 977 129 730/0976491794
Email: barotselanduniversity@gmail.com
Website: www.ubl.edu.zm

ROCKVIEW UNIVERSITY

Proficiency and Excellence

About Rockview University

Rockview University is a privately run institution based in the city of Lusaka. It is a University accredited by the Higher Education Authority in accordance with the Higher Education Act No. 4 of 2013, the Teaching Council of Zambia in accordance with the professional Act No. 5 of 2013 Section 35, the General Nursing Council of Zambia in accordance with the Nurses and Midwives Act No. 55 of 1970, as well as the Health Professions Council of Zambia in accordance with the Health Professions Act No. 24 of 2009.

Mission

To create an enabling environment that will allow all students to experience and attain high academic and professional excellence which converts them into valued assets of present and future society.

We also want to deliver and promote high quality and internationally competitive research and innovation for enhanced value addition to people and the nation with the view of inspiring and promoting sustainable development in Zambia, Africa and the world at large.

Vision

To be frontiers of excellence in training, research and capacity building so as to produce professionals that will add to sustainable development of Africa and the world at large.

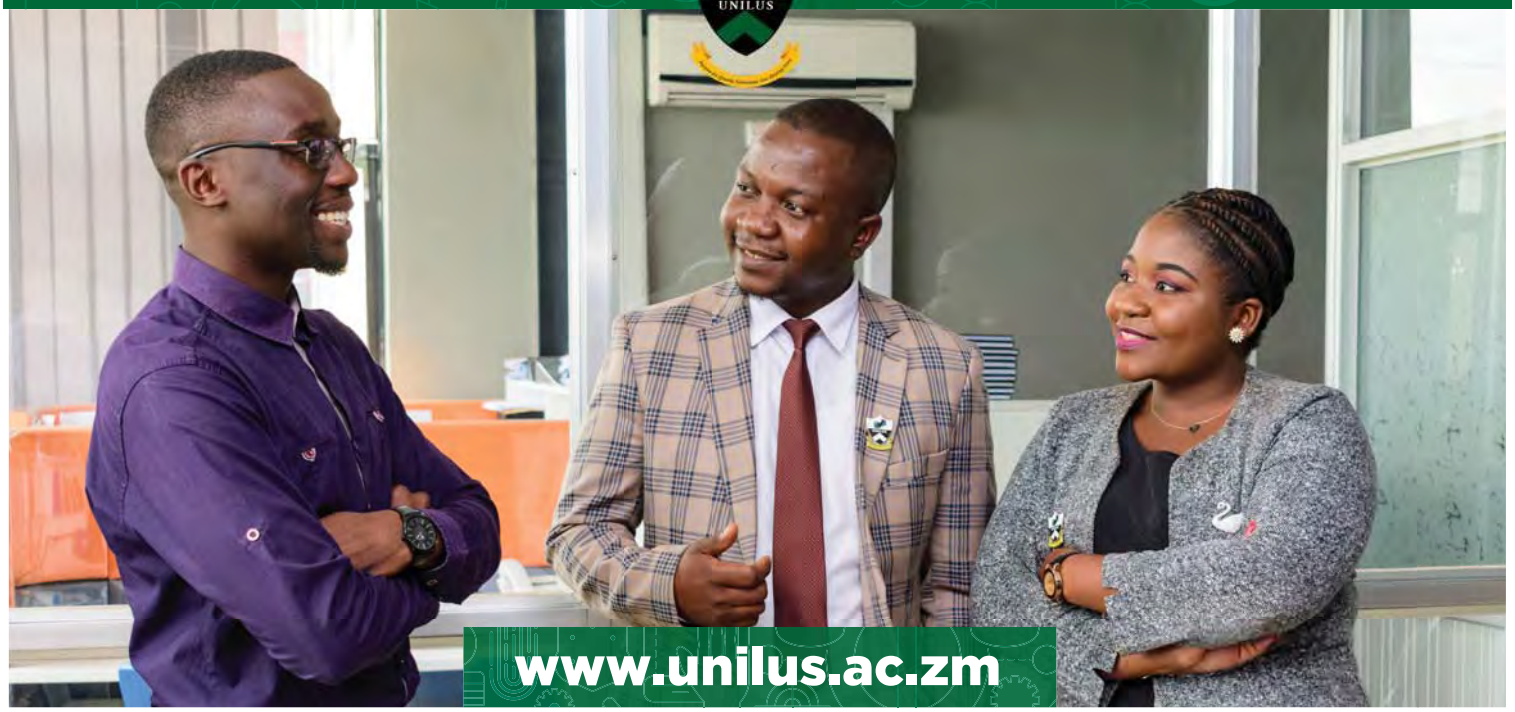
How to APPLY

To apply send your: Full Names, Address (postal or email), Grade 12 results, Undergraduate qualifications,Programme of study.

Admission office

SMS/Call: +260 967 976 961 or +260 955 151 517
Email to: rockviewprofessionals@yahoo.com
Apply Online: www.rockview.edu.zm

University of Lusaka



The University of Lusaka is a leading private university that prides itself in service excellence. The University believes in being transformational and aspires to be a centre of excellence in education, training, research and consultancy.

In the last fourteen (14) years, the University has designed a unique portfolio of programmes; each of which is tailored to meet the needs of industry and diverse career paths. Having opened its doors with one school, the University now has five schools namely:

School of Postgraduates Studies,
School of Business, Economics & Management,
School of Medicine & Health Sciences,
School of Education, Social Sciences & Technology,
and the School of Law.

Our tailor-made programmes while equipping this human capital with cutting edge skills, knowledge and information.

OUR MOTTO AND PRIDE

The University of Lusaka prides itself in offering quality education. We are driven by our motto: "Passion for Quality Education: Our Driving Force".

LOCATION (*3 CAMPUSES*)

- Pioneer campus located in mass media
- Leopards hill campus located off leopards hill road
- Silverest campus located in Chongwe

HOW TO APPLY?

Application forms can be downloaded from our website **www.unilus.ac.zm** or obtained from any of our three campuses. Completed forms must be emailed to **admissions@unilus.ac.zm**. The application forms cost a non-refundable fee of;

- Undergraduate **K120** , and **$50** for international students
- Postgraduate **K150** , and **$50** for international students

ADMISSIONS OFFICE

University of Lusaka, Plot No 37413, Off Alick Nkhata Road,
Mass Media.P.O. Box 36711, Lusaka, Zambia.
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Mobile: **+260 972 832 671/ +260 976075850**
Email: **info@unilus.ac.zm/registrar@unilus.ac.zm**
Website: **www.unilus.ac.zm**