



**FIRST REPORT OF THE PORTFOLIO COMMITTEE ON PRIMARY
AND SECONDARY EDUCATION**

ON THE

**BENCHMARKING VISIT TO KENYA, ZAMBIA AND GHANA ON
EDUCATION FINANCING.**

FOURTH SESSION-NINTH PARLIAMENT

Presented to Parliament May 2022

NOTE BY VERITAS

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**ORDER OF APPOINTMENT
STANDING ORDER NO. 17**

- At the commencement of every Session, there must be as many Committees to be designated according to government portfolios as the Committee on Standing Rules and Orders may deem fit.
- Each Select Committee must be known by the portfolio determined for it by the Committee on Standing Rules and Orders.

**TERMS OF REFERENCE
STANDING ORDER NO. 20**

Subject to these Standing Orders, Portfolio Committees must-

- i. Examine expenditure administration and policy of government departments and other matters falling under their jurisdictions as Parliament may, by resolution determine;
- ii. Consider and deal with all Bills other than the Constitutional Bill and Statutory Instruments or other matters which are referred to them by or under a resolution of the House or by the Speaker;
- iii. Consider or deal with an Appropriation of Money Bill or any aspect of an Appropriation or Money Bill referred to them by these Standing Orders or by resolution of the House;
- iv. Monitor, investigate, enquire into and make recommendations relating to any aspect of the legislative programme, budget, policy or any other matter it may consider relevant to the government department falling within the category of affairs assigned to them, and may for that purpose consult and liaise with such a department; and consider or deal with all international treaties, conventions and agreements relevant to them, which are from time to time negotiated, entered into or agreed upon.

On 7 October 2021, the Speaker, announced that all the Committees of the Third Session would continue to operate as previously constituted until such time that new Committees were appointed by the Committee on Standing Rules and Orders. The following are Members of the Portfolio Committee on Primary and Secondary Education:

Hon. Moyo Torerayi,
Hon. Banda S,
Hon. Chanda G,
Hon. Dzepasi G,
Hon. Labode R,
Hon. Madhuku J,
Hon. Maronge C,
Hon. Masara B,
Hon. Mathe S,
Hon. Mchenje S,
Hon. Mkandla M,
Hon. Murambiwa O,
Hon. Musiyiwa R,
Hon. Mutambisi C,
Hon. Nkomo M,
Hon. Nyabote R,
Hon. Sanyatwe C,
Hon. Shirichena E,
Hon. Sithole J,

Hon. Moyo Torerayi to be the Chairperson

1.0 Introduction

- 1.1 The 2013 Constitution has been regarded as progressive particularly Section 75 (1) which states that “*every citizen and permanent resident of Zimbabwe has a right to – (a) a basic State-funded education, including adult basic education; and (b) further education, which the State, through reasonable legislative and other measures, must make progressively and accessible*”. This position is cemented by the Education Amendment Act of 2020, which emphasizeS the responsibility of the State in providing free basic education. The National Development Strategy (NDS1) looks at broadening access and participation to quality, equitable and inclusive education.
- 1.2 In line with the Constitution’s thrust for a basic state funded education, the Portfolio Committee on Primary and Secondary Education resolved to conduct benchmarking visits, which were sponsored by UNICEF and Parliament. The Committee visited Zambia, Kenya and Ghana. The Zambia and Kenya benchmarking visits were undertaken in October 2019 by the Committee in two legs, (i) Parliament of Zambia from 13 to 18 October 2019 and (ii) Parliament of Kenya from 20th to 25th October 2019. The visit to Ghana was conducted from the 21st - 28th November 2021.
- 1.3 The delegations to Zambia, Kenya and Ghana comprised of the following Honourable Members and staff from the Committee, namely;
Zambia: Hon. P. Misihairambwi-Mushonga (Chair of the Committee); Hon. Matsikenyere N; Hon. Shirichena E; Hon. Mutambisi C; Hon. Murambiwa O; Hon. Sithole J; Mrs. E. Hove (Assistant Counsel to Parliament) and Mr. A.M Kunzwa (Committee Clerk and Secretary to the Delegation).
Kenya: Hon. P. Misihairambwi-Mushonga, Hon. J. Madhuku; Hon. M. Mkandla; Hon. C. Maronge; Hon. G. Chanda; Hon. M. Nkomo; Mrs. E. Hove (Assistant Counsel to Parliament) and Mrs P. S. Mtetwa (Committee Researcher and Secretary to the Delegation).
Ghana: Hon. Moyo Torerayi, (Head of Delegation and Committee Chairperson), Hon. Sanyatwe, Hon. Mathe, Hon. Musiyiwa, Hon. Nyabote, Hon. Dzepasi and Mr. Chiremba (Committee Clerk and Secretary to the Delegation).
The Delegation was also accompanied by other officials as follows; Mr. Mafowera B, and Ms B. Wenjere from Ministry of Primary and Secondary Education; Mrs T. Mukurazhizha from Ministry of Finance and Economic Development and Mr. B. Raisi; Mr. T. Chinembiri and Mr. M. Rafomoyo from UNICEF.
- 1.3 **Programme of Activities Undertaken**
The delegation that went to Zambia had meetings with the following stakeholders; Parliamentary Portfolio Committee on Education, Ministry of General Education (responsible for primary and secondary education), Ministry of Higher Education, Zambia Open Community Schools¹ and Zambia National Education Coalition.² In addition to the meetings, the delegation visited and had meetings with officials from Libala Primary School and Libala Secondary School.

¹ A Non-Governmental Organisation which advocates for education to be accessible to all children especially the vulnerable.

² An organisation that brings all education stakeholders together for research, advocacy and capacity building to advance quality education in the country.

- 1.4 The delegation that went to Kenya met with the following stakeholders; Departmental Committee on Education and Research, Ministry of Education, Sustainable Development Goal Forum³ and the Centre for Parliamentary Studies and Training⁴. The delegation was not able to visit any primary or secondary schools.
- 1.5 The delegation that went to Ghana met the following stakeholders; counterpart Portfolio Committee on Education, Ministry of Education, the Ghana Education Trust Fund, and the Ghana Education Services, the Africa Education Watch and Ghana National Coalition on Education Campaigns as well as the teachers' union represented by the Ghana National Association of Teachers.

2.0 Objectives of the Benchmarking Visits

- To meet with the respective Parliamentary Committees and exchange ideas on how the Committees operate and relate with the Executive in terms of performing their mandates looking particularly at Education Financing.
- To meet with the Ministry responsible for Primary and Secondary Education to explain the policy issues guiding the educational system in the country, in particular, Education Financing and Inclusive Education and the legislative mechanisms that enable the systems.
- To offer policy recommendations for improvements to our own model of education financing.

3.0 Contextual Background to Zambia, Kenya and Ghana Education

- 3.1 Zambia introduced free basic education with a policy statement being made in the National Assembly by the Minister of Education. To date it has no legislative backing. When the free basic education system began in Zambia it was supported by donors who have now completely pulled out. This left the Government of Zambia in a quandary. In an effort to reduce the burden on the fiscus, the Government of Zambia has introduced School Feeding Programs which have seen numerous schools engaging in horticulture to feed students and mitigate running costs. Naturally, schools still receive their allocations.
- 3.2 In Kenya, free basic primary education was introduced in 2003 as part of the fulfilment of a campaign pledge made by the President. In 2008, free education was extended to secondary schools. This was later cemented by a new constitution which was adopted in 2010, which mandated the Government to ensure free access to education and training. This was in line with the need to fulfil international and constitutional demands on the right to basic education. Education financing occurs at two levels in Kenya, i.e. national level and county level. National level focuses on primary and secondary education financing while at county levels focus is at early childhood education financing. The Government of Kenya adopted the Competency Based Curriculum, which emphasises on development of skills and talent of the child.
- 3.3 In Ghana, the element of free basic education existed in the Education Act of 1961 and was partially being implemented in the Northern region leaving the Southern part disadvantaged. More effort was put under the Free and Compulsory Universal Basic Education Programme introduced in 1995, promising a universal education by 2005.

³ A civil society organisation monitoring the implementation of SDGs in Kenya

The programme got its momentum under President Akufo-Addo with a declaration for the full implementation of free basic education, no tuition, admission, library, science centre or computer lab, examination, utility, text books fees including and a meal at school for free.

4.0 Legislative Framework in Zambia, Kenya and Ghana

- 4.1 In Zambia, the government has ensured access to education was a reality to its people through an extensive legislative framework. Thus, Section 14(1) of the Education Act (2011) provides that every person has a right to (a) early childhood care, development and education; (b) basic education, including adult literacy education; and (c) high school education. Section 15 plainly states that a child has the right to free basic education which is compulsory since its government financed and at no cost to the parents. Since Independence in 1964 three major education policy documents have been developed that is ‘Educational Reform’ (1977), which highlighted education as an instrument for personal and national development; ‘Focus on Learning’ (1992) which emphasised the need for the mobilisation of resources for the development of schools; and ‘Educating Our Future’ (1996) which stresses the importance of education for all children in primary, secondary and tertiary educational institutions.
- 4.2 In line with the global agenda on ‘Education for All’ and the implementation of the SDGs, the Government of Kenya has invested heavily in improving both the access and quality of education. Kenya has ratified international treaties that aim at protecting the right to education. In addition, Article 53 (1) (b) of the Constitution in Kenya provides that every child has a right to free and compulsory basic education while Article 55 (a) mandates the State to take measures, including affirmative action programmes to enhance access to education for all. To give effect to the Constitution, the Children’s Act, Basic Education Act (2013), Kenya Institute of Curriculum Development (2013), Kenya National Examination Council Act (2012) and the Teachers Service Commission (TSC) Act (2012) were enacted to operationalise the provision on free and compulsory education.
- 4.3 In Ghana, access to free basic education is well captured in both the Constitution and the Education Act. In addition, there are 18 parastatals within the education sector, and these are established through Acts of Parliament for example, the Ghana Education Trust Fund Act, Ghana Education Services Act, Pre-Tertiary Education Act, Education Regulatory Bodies, and Inclusive Education Policy among others.

5.0 Education Financing

- 5.1 Kenya - The delegation heard that the Ministry of Education receives the largest budgetary allocation every year and in 2019 it received 408 billion shillings (approx. USD4billion). The Government finances 95% of the education budget, while 5% is from the donor community. The Ministry of Education is solely responsible for implementing the education policy in Kenya and ensuring that every child has access to education. The Ministry’s budgetary allocation excludes employment costs for the teachers, who are governed and paid by their professional body, the Teachers Service Commission (TSC). Education financing in Kenya is financed through per capita grants, and equity grants.
- 5.2 Free basic education is provided both at primary and secondary levels at public schools for day scholars while those attending boarding schools meet their own

education costs. The capitation grants, which is Sh1400/year (USD14) for primary level and Sh23000/year (USD230) for secondary level assists the schools to acquire the basic necessities required to run the school on a daily basis. The funds are directly paid to the school from treasury through their accounting system. Free education in Kenya caters for payment of tuition fees, teaching and learning material. Parents are responsible for buying uniforms for their children.

5.3 Zambia provides free primary education from grades 1-7 financed through grants to schools on a monthly basis. Initially provision was done in partnership with a development partner to ensure a sustainable take off and who later pulled out. Currently the grants to schools were not enough since the pulling out of the private partner. However for pupils from grade 1-7 no money is requested from parents. Grade 8-12 government also gives grants but since it's not enough schools are allowed to ask parents to pay government controlled and determined amounts. For day schools parents pay K150 and K1000 for boarding school. Production units have been established in boarding schools to complement grants from the government. Funds are disbursed to district offices but currently working on a system that enables funds to be transferred direct to each school. Government does not provide uniforms and they are not compulsory. Zambia National Education Coalition works with government to enhance the human development pillar whilst coordinating the wider civil society.

5.4 In Ghana, free basic education is provided from elementary education up to university level. It also covers agricultural, vocational and technical institutions. It was stressed that 98% of education financing was from the Government whilst the donor community was providing only 2% earmarked for technical assistance only. The education sector draws 6% of the Gross Domestic Product (GDP) and 20% of the total budget. Since the introduction of free education, there has been a sharp increase in school enrolment, high school improved from 800 000 pupils to more than 1.2 million learners. This has put a strain on schools' infrastructure.

5.5 In Ghana, the free basic education covers materials such as textbooks, uniforms, meals, tuition, admission, library, science centre or computer lab, examination, utility, text books fees and a meal at school for free. Funds are disbursed directly to the schools on a monthly basis. Sources of funding include; the Consolidated Revenue Fund, social impact mitigation services, statutory funds particularly the Ghana Education Trust Fund, District House of Assembly funds and taxes from the recently discovered petroleum. Allocations to schools depend on the school enrolment (per capita grant) and private schools are not included.

6.0 Inclusive Education (IE)

6.1 Inclusive education in Kenya is being implemented to address and respond to the diversity of needs of all learners. Education for learners with disabilities is funded at the national level and strives to ensure that those who can fit into the mainstream education sector are accommodated. Kenya is implementing the Competency Based Curriculum (CBC) which is pro-inclusive education and emphasises that all new infrastructure projects designs must be based on the universal design accommodating pupils with disabilities. There is a National Council on Disability and the Ministry of Labour which also work hand in hand with the Ministry of Education in advancing the IE agenda. In addition to that, Kenya has invested in the construction and equipping

of the National Assessment and Research Centre to support IE and will act as a referral centre for learners with special needs.

- 6.2 In Zambia, the pupils with disabilities are absorbed into the mainstream education system except under special circumstances when a child is taken to a special school. All schools are required, from the funds disbursed, to ensure they provide disability related teaching and learning materials and infrastructure.
- 6.3 In Ghana, the Ghana Education Services has an Inclusive Education Policy which emphasizes on inclusivity on access to education particularly those with disabilities, who are encouraged to attend conventional classes and in cases of extreme or serious disabilities then the Government would send the learners to specialized schools. In addition, the government provides all necessary materials for free.

7.0 School Feeding Programme

- 7.1 In Kenya, the delegation established that the school feeding programme is not part of basic education since the Government believes that parents have a role to play in the education of their children. The Government only concentrates on the feeding scheme in arid, semi-arid areas and the nomadic tribes where it is known that there is always hunger due to poor climatic conditions. Therefore, the school feeding programme in Kenya is not universal but targeted at specific areas where there is need for the services. Parents play a pivotal role in this model. In Zambia, the School Feeding Programme is in place and government provides maize meal and beans.
- 7.2 In Ghana, the School Feeding Programme is part and parcel of the free basic education provisions, with the government providing one meal per day. The Ministry of Education also employs workers responsible for preparing the food. The programme is implemented throughout the country. It is hailed as a very successful programme, contributing to an increase in school enrolment, particularly in disadvantaged areas.

8.0 Quality of Education

- 8.1 Kenya, the delegation established that prior to the introduction of free basic education in Zambia and Kenya, the education system was extremely good. However, when free basic education was introduced in both countries, it led to the deterioration of the standards in the education sector. School enrolment increased beyond the available resources, leading to overcrowding in most public schools. The increase in enrolment did not tally with school infrastructure, teachers, teaching and learning materials. There was so much pressure on the few resources hence compromising the quality of education. This in turn led to the sprouting of private schools, which are cheap and do not meet the required standards.
- 8.2 In Zambia the Industrial Relations Act provides for collective bargaining for educators as well and the union with the highest membership leads the bargaining processes. Civil society organizations also compliment the Ministry of General Education in remote areas by providing teachers through the Zambia Open Schools initiative. They also identify policy gaps and engage government to ensure quality education. They also provide salaries for volunteer community school teachers which are provided by government.

8.3 In Ghana, the delegation received mixed views regarding the quality of education since the introduction of the free basic education programme. The African Education Watch acknowledged that there was no best time to implement the free basic education programme hence, challenges should be managed along the way. The delegation was informed that school enrolment had increased significantly thereby putting a strain to schools infrastructure. Some of the challenges include high teacher-pupil ratios, overcrowding in public schools, among others. The government has been forced to establish makeshift schools that are mainly substandard; however efforts were being made to ensure that proper infrastructure is constructed through the Ghana Education Trust Fund. In other circles, the popular argument was that the education had improved due to the slight improvement in pass rate and the general excellent performance by students from Ghana within the West African Community.

9.0 Re-entry Policy

9.1 All countries (Kenya, Ghana and Zambia) have established re-entry policy. The re-entry policy in both countries has shown an increased in number of girls in schools. The policy allows for girls to return to school after delivery of their babies. In Zambia, the policy is clear as the girls are allowed to take six months leave together with the boyfriend and return after post-natal care. The policy also discourages boys from mischief as they are also requested to take leave with their girlfriends and only allowed back together.

10.0 Provision of Sanitary Wear

10.1 Kenya has a specific budget for the girl child, which aims at meeting the welfare needs of the girl child. For example, provision of sanitary wear to all school going girls as measures to cushion them and ensure that no girl child misses school due to menstruation. In Ghana, sanitary wear is placed at a secure place accessible to girls. Zambia, there is a bill currently before Parliament to ensure provision of free sanitary wear in schools. Government had set aside K40million for provision of sanitary wear.

11.0 Constituency Development Fund (CDF)

11.1 In Kenya, the delegation established that the CDF plays a pivotal role in education development. The Members of Parliament are encouraged to commit a certain percentage of their funds towards the education sector, for bursaries for the disadvantaged children at the constituency level and school infrastructure development. This ensures that more schools are constructed from the various levels of government, i.e. at national, county and sub-county.

12.0 Teaching and Learning Material

12.1 In Ghana, the government provides all teaching and learning materials for free, such as textbooks, laptops, braille for the blind among others. Furthermore, the government providing non-learning materials such a school uniforms, socks and shoes.

21.2 In Kenya the government provides teaching and learning materials. The government has benefited from economies of scale through central procurement of books for all schools and the supplier only distributes to the schools.

13.0 School Infrastructure

13.1 Kenya has a total of about 10 167 schools comprising of 9 050 primary and 1 117 secondary. Given the huge gap between primary schools and secondary schools,

transition rate from primary to secondary stands at 50%. Enrolment at primary schools is estimated at 2.8 million and 1.6 million at secondary schools and they have around 110 000 teachers. There is a huge infrastructure deficit and most of children are being forced out of schools once they finish primary school and for those who proceed to secondary level, the completion rate is low, currently at 36%, whilst completion rate at primary school is 77%. Access to teaching and learning materials is low and enrolment at secondary schools is massive with hot sitting to accommodate up to 9 streams per grade.

13.2 Zambia has a total of 31 000 schools comprising of 23 000 primary and 8 800 secondary. Enrolment at primary schools is estimated at 10.3 million and 2.7 million at secondary schools and there are more than 350 000 teachers. The country has a policy that all children progress to the next level despite their grades. The country introduced free primary education in 2003 and in 2008 free education was extended to secondary schools.

13.3 In Ghana, the prerogative for schools' infrastructure falls within the ambit of a parastatal called Ghana Education Trust Fund (GETFund). The Fund is established through an Act of Parliament (GETFund ACT) of 2000 with clear composition, functions and responsibilities.

The Committee was informed that the sources of money for the Fund are as follows:

- (i) an amount of money, equivalent to two and one half (2.5%) percent out of the prevailing rate of the Value Added Tax to be paid by the Value Added Tax services to the Fund or such percentage not being less than two and one half percentage of the Value added Tax rate as Parliament may determine;
- (ii) such other money as may be allocated by Parliament for the Fund; and
- (iii) money that accrues to the Fund from investment made by the Board of Trustees of the Fund
grants, donations, gifts and other voluntary contributions to the Fund; and other monies or property that may in any manner become lawfully payable and vested in the Board of Trustees for the Fund.

13.4 The Committee was informed that since its inception, the GETFund had changed the face of education in Ghana, with an increase in schools infrastructure and enrollment from junior to tertiary education. The Committee was informed that much of the money is spent on infrastructural development, research and development, scholarship, faculty development among others. Some of the challenges the Fund faces include Ministerial directive whereby the funds are used for other purposes rather than infrastructure development. In addition, disbursement of funds is erratic despite that the law recommending for a monthly disbursements.

14.0 Visits to Schools (Zambia)

14.1 The delegation visited Libala High School and Libala Primary School in peri-urban areas of Lusaka. It was submitted that the high school had more pregnancy incidences. These girls are then referred to the counselling department of the school and are allowed to take leave from school when they require it and normally take six months from delivery of the baby together with the father of the child.

- 14.2 At Libala Primary it was submitted that they survived on fees paid by grade 8-9 to cater for ECD to grade as pupils in those grades are not required to pay. The delegation observed that the schools were struggling regardless of the free education put in place as government was not channelling enough resources.
- 14.3 In Ghana, the Committee visited the Accra College of Education, which is both a college and a model for best schools administration. The College trains teachers who are offered an opportunity to show case their teaching skills at the school within the college. The school/college prides itself for the high quality education offered at the school and the skills that are impacted to teachers. It also important to note that a policy pronouncement had been made that the qualification for a teacher was now a degree, hence the Accra College of Education was also identified as one institution to implement that decision by training diploma teachers.

15.0 Role of Parliament

- 15.1 The delegation met with its counterpart Committees in both Kenya and Zambia to discuss ways to enhance their role as oversight committees particularly with regards to education financing. In their discussions they also spoke about setting up peer review mechanisms.
- 15.2 In Kenya, there were two parliamentary committees divided in accordance with the bicameral nature of her Parliament. There is the Departmental Committee on Education at a National Level and another in the Senate focusing on the county governments. The delegation established that the Departmental Committee on Education, Research and Technology Education in Kenya plays a pivotal role in providing the checks and balances on the work of the Executive. The mandate of the Committee mainly focuses on Education, Research and Training. The Committee has the power to change the budget of the ministry in relation to its findings and recommendations after undertaking budget consultations. The DC at the Senate level focuses on devolved matters at the county level, and in particular, early childhood development and polytechnic colleges.
- 15.3 The delegation discovered that Departmental Committees of the Parliament of Kenya are adequately capacitated serviced by at most 7 members of staff; namely, Committee Clerk, Assistant Committee Clerk, Fiscal Analyst, Researcher, Legal Counsel, Sergeant-At-Arms and Media Relations Officer. The Committee has a Committee Chair and vice chair. It was established that the Committee system provides mechanisms for enabling public engagement and legitimisation of the operations of Parliament.
- 15.4 Zambia has a unicameral system with the Committee on Education, Science and Technology established in terms of Standing Order 157(1) playing an oversight role over the Ministry of Higher Education and the Ministry of General Education. At the beginning of Parliament each Committee selects its own Chairperson and Vice-Chairperson who should be of opposite sex and the meeting is presided over by the First or Second Honourable Deputy Speaker.
- 15.5 It was submitted that, the Parliament of Zambia in 2016 put in place, the Higher Education Loans and Scholarship Act No. 13. The Act established the Higher

Education Loans and Scholarship Board and Fund. The shift from grants to loans was aimed to achieve sustainability and ensure that future generations benefit.

- 15.6 In Ghana, the Committee met the counterpart Education Committee which highlighted that in Ghana the Select Committee on Education oversees the Ministry of Education. The Ministry of Education covers elementary to tertiary education. In addition, the Ministry of Education provides oversight to a total of 19 institutions or parastatals. The Select Committee comprised of 20 Members equally divided among the ruling and opposition parties, headed by a Chairperson and deputised by the Vice Chairperson. The Committee is responsible for consideration of bills and international agreements, exercising oversight and legislative roles. In addition, the Committee is responsible for consideration of petitions and budgetary allocations to the Ministry of Education and other institutions falling within the ambit of the Ministry.

16.0 Committee Findings

- 16.1 During the discussion on education financing, these were the findings from the two delegations:

1. Basic Education was introduced in all countries (Kenya, Zambia and Ghana) without adequate planning and is now posing a financial burden on the fiscus.
2. That basic education is applied from early childhood to secondary level, whereby government pays for tuition, teaching and learning material for all day scholars. Any child that is enrolled at a boarding school, the parents meet all the requirements.
3. There were various models to consider for education financing and the delegation must weigh all the options and settle for the best suitable model to avoid falling into the same trap as is happening in Kenya and Zambia.
4. That the Parliamentary Committees on Education should consider establishing a Peer Review Mechanism to enhance monitoring and evaluation of government policies in the education sector.
5. On average a teacher earns about 500USD equivalent.
6. That accountability of public funds is enhanced through publicising through the local school notice boards how funds received are utilized. At the community level, all parents, guardians and stakeholders are able to appreciate the transparency and accountability exhibited by school authorities in Kenya.
7. The Government has been undertaking public awareness campaigns aimed at educating the parents on their role in educating their children and that should not be the responsibility of government alone. Thus, the Harambe concept was developed in Kenya, whereby parents contribute funds toward school infrastructure at community level.
8. That Kenya achieved the status of an upper middle income status hence has been weaned off from donor dependence. Currently, Kenya meets 95% of its budget while the 5% is from donors and in Ghana, 98% of the education funds is from the Government.
9. That the government is close to achieving 100% transition from primary to secondary school through the introduction of the Education Transitional Grant, which is allocated to schools for infrastructure development in Kenya.
10. In Ghana, there are a number of parastatals that are legally established through an Act of Parliament to ensure efficiency and effectiveness in provision of education services for example the Ghana Education Trust Fund for construction of schools.

17.0 Recommendations

1. The Ministry of Primary and Secondary Education should enact an Education Financing Bill and policy framework to realize section 75 of the Constitution, by end of December 2022.
2. The Ministry of Primary and Secondary Education should reconsider structural reforms aimed at decentralizing services, such as establishment of a stand-alone department meant for schools construction, by December 2022.
3. The Ministry of Primary and Secondary Education should expedite the establishment of a Teachers Professional Council, by end of December 2022.
4. The Ministry of Finance should identify sources of financing education such as 0.5% of the Value Added Tax (VAT), a percentage from fuel among others and these should be ring-fenced for financing education, by end of December 2022.
5. The Ministry of Primary and Secondary Education should consider extending the school feeding programme to secondary schools to encourage schools turnout, by December 2022.

18.0 Conclusion

In conclusion, the benchmark visit to Kenya, Zambia and Ghana exposed the Committee to the various methods being implemented to realize free basic education. Whilst all the three countries have adopted the free basic education, in Zambia the programme commenced with the support of development partners and their withdrawal have raised sustainability issues. In Kenya, education financing remains a big challenge. Ghana has a far much better experience, not only is the free basic education concept provided for in their Constitution, the Government has enacted the education financing models with clear sources of funds. In addition, the Ghana model is decentralised with a number of Parastals created to assist the sister Ministry as well ensuring efficiency and effectiveness in delivering education services. Zimbabwe can learn a lot particularly enacting an education financing Bill to ensure that we realise section 75 of the Constitution