

PARLIAMENT OF ZIMBABWE

Thursday, 7th March, 2019

The National Assembly met at a Quarter-past Two O'clock p.m.

PRAYERS

(THE HON. SPEAKER *in the Chair*)

ANNOUNCEMENTS BY THE HON. SPEAKER

SENSITISATION WORKSHOP ON CLIMATE CHANGE

THE HON. SPEAKER: I wish to remind Hon. Members of the sensitisation workshop on climate change organised by Parliament of Zimbabwe, in conjunction with the Inter - Parliamentary Union (IPU) and the United Nations Environment Programme (UNEP) for members of the following Committees;

- a) Portfolio Committee on Lands, Agriculture, Water, Climate and Rural Resettlement;
- b) Portfolio Committee on Environment and Tourism; and
- c) Thematic Committee on Sustainable Development Goals (SDGs).

All Committee Chairpersons are also invited to this workshop. The workshop will be held at Rainbow Towers on Friday, 8th March 2019, starting at 0800 hours.

APPOINTMENT OF THE PRIVILEGES COMMITTEE

THE HON. SPEAKER: May I also inform the House that on Monday, 18th February, 2019, the Committee on Standing Rules and Orders nominated the following Hon. Members to serve in the Privileges Committee;

- Hon. Sen. Chief Charumbira;
- Hon. I. Gonese;
- Hon. C. Madiwa;
- Hon. T. Mavetera;
- Hon. P. Mpariwa;
- Hon. Dr. M. Nyashanu; and
- Hon. J. Samukange.

The Committee's terms of reference are as follows;

- a) to investigate whether Hon. T. Mliswa, Hon. L. Chikomba, Hon. A. Ndebele and Hon. P. D. Sibanda solicited for a bribe of \$400 000 from Mr. James R. Goddard as facilitation fee for him to secure a mining contract at Hwange Colliery Company;
- b) if so established that the concerned Members of Parliament indeed solicited for a bribe, to then determine whether the conduct of the four members constituted a breach of privilege amounting to contempt of Parliament;
- c) to report in writing its findings and recommendations to the House by 15th March, 2019.

***HON. MATAMBANADZO:** Mr. Speaker Sir, I could not come up with the Shona word for point of privilege but thank you for affording me this privilege. I rise to seek clarity in terms of the Constituency Development Funds that we were supposed to have received at the time when Parliament went on recess in December last year. Maybe I missed something because we have not as yet received that money. When we came back for this particular sitting, we were told that the funds were in the bank and applications should be submitted

timeously. We submitted our papers and every time we go to check in the bank to see if any deposit has been made, there is nothing. The explanation we got is that the Ministry of Finance took the CDFs allocated to Parliament back. So it looks like I am now lying to my constituents. I have not lied to my people in the constituency before and I should not start doing so now. As you see me standing here I am not very educated, I am only a grade two student and to add onto that I am very dark such that they nicknamed me “black man”. I have risen to explain my dismay on the CDF issue and now I am playing hide and seek with the people who come to make enquiries about the CDFs. The quotations that we were given have since doubled in price as the money has devalued. May you please look into this issue Mr. Speaker Sir? I thank you.

***THE HON. SPEAKER:** Thank you Hon. Matambanadzo. I will follow up on this matter and ensure that the funds are deposited into the bank accounts of those whose projects were approved. When the Minister of Finance returns from his trip, I will engage him on this

matter. Meanwhile, I will instruct the Clerk to write to the Permanent Secretary of Finance to enable the money to be made available and be disbursed accordingly.

HON. MPARIWA: Thank you Hon. Speaker, as you may be aware tomorrow the 8th March marks another day called International Women's Day. I therefore rise to wish all the women in Zimbabwe - be it in the rural areas, farms, mines and all the women Hon. Members here a happy international women's day in advance. I have done so because Parliament will not be sitting on Friday. You may also know that the country is faced with so many social and economic challenges; be it in education, health, economy, employment as well as access to clean water by women in the rural areas. All these challenges wear the face of a woman, so I really would want to pay tribute to the women of Zimbabwe including the old women in the rural areas and the *gogo*'s in Matobo, a happy International Women's Day because they have been so resilient and strong enough to raise children and grandchildren because

of the problems that I raised earlier. Some have lost even the youngest children and they are now looking after the grandchildren.

The theme which falls under the United Nations theme is, #balance for better. What does that mean Hon. Speaker? It means the better if we gender mainstream everywhere as a country. I know that this is a mammoth task but I would want to believe that we cannot remain behind in terms of gender mainstreaming. Also, other countries have declared the 8th March a holiday and I would call upon the Zimbabwean Executive, Hon. Speaker through you that they declare the 8th March, a public holiday.

I also call upon all the Hon. Members here, the men in this House, including you Hon. Speaker, to go and please mommy, to look after your wives/spouses/partners and cook tomorrow so that you spoil them. - [HON. MEMBERS: *Hear, hear.*] - You must spread those beds in the bedrooms tomorrow; you must prepare the best meals for the wives and spouses tomorrow and nurse the babies tomorrow – just one day, the 8th March. I thank you. - [HON. MEMBERS: *Hear, hear.*] -

THE HON. SPEAKER: Order, order thank you very much Hon.

Mpariwa. That was a profound point of privilege which affects all of us because all of us are born of a woman. - [HON. MEMBERS: *Hear, hear.*] - Instead of doing it only on the 8th March, I thought that you were going to say, as frequently as possible to cook, make up the bed and do other chores so that our ladies can feel they are being recognised for the tremendous contribution they make first and foremost, to creation and secondly, to the family unit. I hope wherever you will be tomorrow, you will be able to celebrate the International Day for Women. - [HON. MEMBERS: *Hear, hear.*] -

HON. SIKHALA: Thank you very much Mr. Speaker Sir.

Firstly, I would like to thank the Standing Rules and Orders Committee for the swift and effective manner they managed to gather themselves and constitute the Privileges Committee to investigate allegations that were leveled against some of our Hon. Members of Parliament.

However, Mr. Speaker Sir, I rise on a point of privilege in terms of the Preamble of our Standing Orders and Rules, i.e. Section 3 that states

that:- ‘The procedures and processes of Parliament and its Committees as provided in Standing Orders, must promote transparency, must encourage the involvement of Members of all political parties in Parliament and in the public, and must be fair and just.’

My emphasis, Mr. Speaker Sir is on ‘fair and just’. There was a very important and fundamental issue that was raised in this House by Hon. Lynette Karenyi on the issue of sexual abuse against female Members of Parliament. The Chair promised this House that he was going to act swiftly and effectively on that matter. However, the matter that was brought yesterday by Hon. Mataranyika has already been dealt with. Section 3 of our Preamble, Your Worship, would really put us into wonder ...

THE HON. SPEAKER: Your Worship? – [HON. MEMBERS: *Inaudible interjections.*] -

HON. SIKHALA: Sorry Mr. Speaker Sir, it would demonstrate whether Members of Parliament are not being discriminated upon. Would it be because the motion was moved by Hon. Mataranyika from

the other side and the other motion was moved by a female member from the other side?

We are encouraging the Chair to treat Parliamentary business equally and the matter that was raised by Hon. Lynette Karenyi also needs the expeditious way you looked into the issue that was raised yesterday. I thank you. - [HON. MEMBERS: *Hear, hear.*] -

THE HON. SPEAKER: I said the matter would be dealt with expeditiously at the material time. Hon. Sikhala should have said to the Chair, perhaps it is important that we established a Privileges Committee to look into the matter so that it would not be left to my cautioning of the concerned members. Now that the horse has bolted, I do not know whether you still want to close the stable and proceed accordingly?

Whilst I agree with you on the matter, let me think about it as to whether or not we can indeed constitute a Privileges Committee on the matter. When the Committee on Standing Rules and Orders meet, I shall present the issue before the Committee on Standing Rules and Orders and be guided accordingly by that supreme organ of Parliament.

There is no intention on the part of the Chair to be partisan at all. I thought that you were going to commend the Chair and the Committee on Standing Rules and Orders on the issue of being inclusive in terms of political parties representation in the Committee that we have established to look into the issues concerning the four Hon. Members so cited but you decided to ignore that part, which is a sign that we are not partisan at all and are very much inclusive.

HON. SIKHALA: I do so recognise Mr. Speaker Sir, my apologies.

THE HON. SPEAKER: So, let the matter be looked at by the Committee on Standing Rules and Orders at the next meeting and their decision will be implemented accordingly. I thank you.

Hon. Mary Mliswa having walked into the House.

Hon. Member, may you be procedural? This Chair is yours and not mine, so respect it. – [HON. M. MLISWA: *But I did Mr. Speaker.*] - You were too fast, someone is saying you are very smart, that is why I did not see you.

MINISTERIAL STATEMENT

STATE OF SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS (STEM)

THE MINISTER OF HIGHER AND TERTIARY

EDUCATION SCIENCE AND TECHNOLOGY DEVELOPMENT

(HON. PROF. MURWIRA): Thank you Mr. Speaker Sir, for allowing me to make a statement on the state of Science, Technology, Engineering and Mathematics (STEM) in the Ministry. In this statement, I explain the approach which the Minister of Higher and Tertiary Education, Science and Technology Development is using in the management and application of STEM for purposes of the modernisation and industrialisation of Zimbabwe as well as the state of the application of STEM in Zimbabwe.

Our vision for Zimbabwe is to become a developed upper middle income economy by 2030. This is only possible if we develop an industry that produces quality goods and services; if we develop an education system that leads to an industry that produces quality goods

and services. It is therefore, important to understand that science is the power that drives industry. Energy from science has to be captured using a particular design, just as fuel needs a strong tank for it to be useful, otherwise it just evaporates.

Likewise, the education system that does not produce goods and services is not relevant at all. In order for STEM to be useful in Zimbabwe, it needs an appropriate design for its implementation. We are guided by the philosophy that we do not buy development but we have to create it through science, technology, engineering and mathematics. No matter how many STEM subjects we teach, with a wrong system design, industrialisation would not happen. We have thus changed the design of the education system to make STEM effective for industrialisation. What do we mean? Our traditional education system in Zimbabwe; higher and tertiary education system had three aims or three terms of reference, which is teaching, research and community engagement.

In order for this country to move forward, we found it necessary to make sure that we have added in this portfolio, innovation and industrialisation so that we make STEM effective for this country. Mr. Speaker Sir, if we ask a person that we have given a project to do research, teaching and community service and then all of a sudden in their output we expect industry, that would not happen. Industry would only happen if we give those universities that term of reference; that thou shalt innovate; thou shalt industrialise in addition to teaching, research and community service.

The traditional model of teaching, research and community service is what we call Education 3.0. The new design that we are introducing is Education 5.0 because it has got five terms of references, which is the context in which we are going to implement STEM in this country. We know that education is very important in science, mathematics and engineering. Therefore, we have started a training programme of science and mathematics secondary school teachers at Mkoba Teachers' College where we have introduced a mandate of training science

teachers and they have taken so far in May, 2018, 120 students. We had done the same thing at Joshua Mqabuko Nkomo Polytechnic and we have also taken 120 students. We have done the same at Masvingo teachers' college with another number. The total number that we have recruited so far from May 2018 is 330.

The logic is to make sure that we have teachers in our schools who can then teach the students. The previous model was to give students scholarships to go and be taught science but in those schools, there are not enough science teachers. So, we felt that this model has to be inverted so that we start by teaching teachers so that they can teach students. This therefore means that, the increased output of trained science and mathematics teachers will improve the quality of teaching culminating into the production of science and mathematics oriented students who will take up STEM related careers towards modernisation and industrialisation for growing the economy in order to achieve Vision 2030 of an upper middle income economy.

There was an acute shortage of science and mathematics teachers to teach the students we had given scholarships, obviously resulting in a low pass rate. It was observed that the current average output of 856 science teachers per year from the three secondary school teacher training colleges; Belvedere Technical Teachers' College, Mutare Teachers' College, Hillside Teachers' College and other universities was not enough against a projected demand of 5 000 by 2023 by the Ministry of Primary and Secondary Education. We found out that this number would not be adequate to meet this and satisfy this, so we started on a programme to train for science and mathematics teachers and these are colleges that previously were not training secondary school teachers - which are Mkoba, Masvingo Teachers' College and Joshua Mqabuko Nkomo Polytechnic.

In that regard, the Government identified these three primary school teacher- training colleges which I had mentioned to complement in the training of science and mathematics teachers. To this end, last year alone, we invested \$3 million in this exercise. Remember, we win

or lose in an education system due to the mismatch between the design and the desired output. If we desire industry from our education system, therefore we should give the universities that mandate which we have done. Because of the above intervention, by 2022, the total number of science teachers will be 3 003 and mathematics teachers will be 792 in addition to the total number of 1 660 from the three secondary teachers' colleges. The total projected number of science and mathematics teachers by 2023 would then be 5 455.

In this regard, we will have an excess of about 1 656, the excess will cover the teacher attrition which would have occurred along the way. This way, STEM teaching will be effectively implemented. STEM that is practiced and operated in the right environment will always cause industrialisation. Further, for this to happen, as I have said before, we have reconfigured our education system from that of 3.0 to have two additional missions; innovation and industrialisation to make it Education 5.0.

Our universities have largely focused on the three that I was talking about. As you can deduce, Education 3.0 was not meant to produce goods and services at all. It is a design that was deliberately done. It was a good design for the colonial system because the universities that were doing innovation were in the UK and the universities here in Zimbabwe were training people for the industry that would have been developed in the UK. So after independence, we continued with this model and we got surprised that we do not have students that can produce industry but we have not moved away from the old model which was meant to produce workers for the industries that would have been thought of at Cambridge, Edinburgh and at Oxford. Now at independence, this model has to say Cambridge has to come here. We think about the industry and we develop that industry. That is why we are doing this STEM for industrialisation within the context of Education 5.0.

Education 3.0 is designed to produce research articles and materials for teaching and consultancy and not for production like

Education 5.0 in which we are now implementing our STEM programme. Our expectation for modernisation and industrialisation could not and cannot be met by the 3.0 design. In fact, we cannot expect to have good results from a wrong design.

Our design of Education 5.0 is meant for and is expected to produce goods and services and thus is designed for the modernisation and industrialisation of this country. We are redesigning and we have redesigned because the game is won or lost in the design stage. We have said we are going to follow within this design, the heritage based development or philosophy which will guide the Ministry in its quest to advance science and technology for industrial development.

Our philosophy of heritage based science and technology development uses the most cutting edge competitive knowledge STEM, knowledge from anywhere in the world but is applied on the local environment. Mr. Speaker Sir, Great Zimbabwe was built of stone that was around. It was never built using stone that was imported. Therefore our science has to use the local resources in order for us to advance this

country. We are saying we cannot buy development. We can do development based on this heritage based philosophy. Saudi Arabia is known for being developed because of its oil heritage. Zimbabwe shall be developed using the resources that are here but using its people, science and colleges. This is the context in which we are applying our STEM; STEM on industrialisation that is based on the heritage.

We have orange juice, why not *matamba* juice because grapes grow wild in Italy and in the Mediterranean. Apples also grow wild in Europe. When we bring them here, we are struggling to put them in a wrong envelope. That is why production is very expensive. We are saying our science, technology, engineering and mathematics has to look near because they almost say in teaching, sometimes fools look far for solutions when the solution is just close to them. This is what we are teaching to say *matamba* can make very good juice because we do not need irrigation on *matamba*. Our expenses on irrigation are caused by the fact that we are growing a crop that should that not be grown in the first place in this climate.

Our aim is for education to cause industry not vice versa. We were used to an education system whereby a person finishes and say give me a job but then you wonder – why did we send you to school? It was a wrong design of our education system. That is what we are saying. Our STEM should be used within this context.

Science and technology will be applied to advance the delivery of goods and services aimed at industrialising and modernising Zimbabwe. We are implementing STEM at our higher and tertiary institutions using the heritage based philosophy which basically says; use the local environment to innovate. You cannot import in order to develop. We have to be able to make sure that we reduce the import bill by making sure that we use science, technology, engineering and mathematics properly in this country on its local resources.

Mr. Speaker Sir, if you could allow me to say, for a non knowledgeable person, a diamond could be taken and put in a catapult and you shoot a dove and then you eat the dove because you do not know that it is a diamond. What we are saying is that our knowledge

should be based on the resources that we have. Resources are not, they become. Resources they become because of the way we apply science technology, engineering and mathematics to them. Zimbabwe has to be wealthy and not rich. Rich means that you have got a lot of things but you do not know how to use them properly but if you are wealthy, your education is good and your resources are good, apply STEM on your resources and they become resources. Zimbabwe becomes developed. This is the context in which we are applying STEM in Zimbabwe. We are implementing STEM with this philosophy.

Zimbabwe must be able to calculate based on her design aspirations. What we are saying is, you can have as many equations as you want; as long as you do not know how to apply them to the local environment, it will remain bookish. This is the way we are going to apply STEM in this country in Education 5.0.

You may calculate the most difficult differential equations but if they are not applied on the local environment, forget about development.

What is the state of science and technology and what we are now doing? In order to produce goods and services, the Ministry of Higher and Tertiary Education and its tertiary institutions is shifting to the 21st century shift whereby we are moving from only analysis to analysis and creation.

We have thus embarked on the construction of innovation hubs and industrial parks. In the innovation hubs, prototypes shall be commissioned after going through technical evaluation followed by legal protection and market fitness. At industrial parks, goods and services shall be produced. Every tertiary and higher education institution shall be linked to an industrial park and this year we have got a budget of about 30 million that we will use to construct the first industrial park. The other six innovation hubs are at the stage of completion as we speak.

Midlands University Innovation Hub is already complete and it is already churning out products. Our prioritised focus is on the following programmes within STEM:

1. Information and Communication Technology Research and Development Programme

The programme will solve problems and derive benefits from opportunities existing in the critical economic sectors or areas such as agriculture, weather, climate research, engineering, life sciences, space sciences, and mining among others.

The Government is expanding the high performance computing system to six fold in order to support economic development programmes. This is the STEM that we are doing. We are doing the live technologies research and development programme. In this programme, genomic technologies will be used to address national health delivery challenges in the safe and effective treatment of diseases, new born babies screening for inherited diseases, forensic DNA for crime investigation, justice and national security, research in agriculture and cattle reproductive technologies. It may please you Mr. Speaker Sir, to know that on the Mashava-Zvishavane disaster, it is the innovation hub at NUST which identified the deceased using this technology.

The next project that we are doing is at Chinhoyi University of Technology where we have just completed a project whereby we have got 7 million capacity bull semen straws that we can produce annually. We are producing 4 000 semen straws per hour for the purpose of reinstating or restocking of the Zimbabwe national herd among others.

On 22nd of this month, this project is going to be commissioned. We worked throughout last year to make sure that we have got national artificial insemination capability by having the gene pool that we actually control ourselves. This is the work of the innovation hub at Chinhoyi University of Technology, these so called genomics technologies. We shall be inviting all Hon. Members to attend the launch. As I said, this is real STEM not a drill.

Geospatial, Aeronautical and Space Capability Programme

This is where we have started and instituted the Zimbabwe National Geospatial and Space Agency (ZIMSA) which we have done to facilitate the design and conduct of research and development initiatives that promote advances in Geospatial Science, Earth Observations, Space

Science, Space Engineering, Aeronautical Engineering, Astronautical Engineering, Satellite Communication Systems, Global Navigation Systems, Land Positioning Systems, Unmanned Aerial Vehicles and the launch of satellites.

You might know already, Mr. Speaker Sir, that Rwanda launched its first communication satellite this year. We are looking forward to Zimbabwe having its communication satellite in the very near future. This is the STEM that we are doing.

Energy and Minerals Research Programme

The programme focuses on providing the country with alternative forms of sustainable energy through carrying out research development on alternative sources of liquid fuels focusing mainly on abundant resources such as coal. Zimbabwe has 26 billion tonnes of coal and this coal we are using to make fire, but this same coal we can use to make fuel. So we have started on this project and we believe in the next three to five years we would have been somewhere. This is the context in which we are applying STEM.

The programme also seeks to use local iron ore resources to produce steel. We are also looking forward to producing 520 000 tonnes of ammonium nitrate from coal. This is the STEM context which we are doing.

Agriculture Research and Development Programme

Under this programme Higher and Tertiary Education Institutions will develop affordable smart agriculture solutions for local communities. Local manufacturing of agricultural equipment like Grass Bail, we have already done that at Harare Institute of Technology (HIT) and we believe as soon as we finish doing the industrial park they will start real mass manufacturing. You would know that in the electricity area HIT has already made a substituting transformer.

Critical Infrastructure Research and Development Programme

We are also applying STEM in critical infrastructure research and development programme. The programme shall develop critical national infrastructure solutions for the 21st Century modernised and industrialised Zimbabwe. These critical infrastructure projections will

be heritage based with emphasis on solving local challenges using high end scientific research and development on delivering of quality goods and services.

On heritage based, Mr. Speaker Sir, I want to emphasise to say you can go and study what we call plant chemistry or Psytochemistry in Canada using the best technology there, but when you come back here you might have been using a Maple tree which is the sign on the Canadian flag, when you come home you must know that here there is Muhacha and Mutondo. So our education has mainly been designed to use examples and our students would stay in those examples and never get out. When they come home they actually say can you import a Maple tree so that I can do my experiment but the Muhacha tree is just close by.

This is the design of a colonial education system that we are undoing because we are saying mathematics is good, but please calculate based on the Mutoko granite. That is all what we are saying. So, the

game is lost or won in the design. Zimbabwe does not have a shortage of skilled people, intelligent people, but you can have a very good team.

I would, if you would allow me Mr. Speaker Sir, to say in the late 90s we used to have a very good team which we called the National Dream Team which had Peter Ndlovu, Bruce Grobbelaar, Benjamin Konjera and others. This team was very good. Therefore, what we are basically saying is that you can have skilled people but when they are on wrong positions they will not deliver. If you put Bruce Grobbelaar on Peter Ndlovu's position, that team will not win. So, we are saying we lose or win the game on design.

We have said Africa's tragedy has always been the tragedy of reading the wrong manual. You are given a Nokia phone but then the manual is a Samsung one, it is just written Nokia on top and you will spend the rest of your life trying to solve the problem of a Samsung phone using a Nokia manual or a Nokia phone using a Samsung manual. What we are saying is Zimbabwe has to wake up to say we lose or win the game in the design.

Our universities were never designed to make people make an industry, they were designed to have people go and work. That is why we have a lot of students who then say, so where is the work – [HON. MEMBERS: *Hear, hear.*]- So our problem has not been a lack of educated or intelligent people, but our systems were not designed to deliver the desired output. All lawyers, all doctors in this area, it was okay because they were producing lawyers. The rest did not know at the end of the day what they had to do. So, this is Education 5.0 that we are talking about in which we are applying STEM.

A nation normally fails economically because it is participating in systems it was never involved in designing, thus Education 5.0, Mr. Speaker Sir, our own design. The heritage based philosophy of education is also our own design to deliver and modernise and industrialise Zimbabwe by 2030. I submit, Mr. Speaker Sir.

HON. A. NDEBELE: On a point of order.

THE HON. SPEAKER: We cannot have a point of order on a Ministerial Statement,

HON. A. NDEBELE: A Ministerial Statement that I invited. So I wanted to check with you that if I called for that Ministerial Statement, does it not then follow that I should be the first to raise matters of clarification as the originator of the request?

THE HON. SPEKAER: Not necessarily in terms of our Standing Orders, but I hear you. I had already recognised the Hon. Member there. You will be number two.

***HON. MACHINGURA:** Thank you Hon. Speaker. I am grateful for the Minister's Ministerial Statement. That is what a Minister is made up of. Minister, I observed that you are going to take us out of the unschooled era into the schooled. I felt pity for an engineer who could not change a burst tyre. What you have brought us Hon. Minister, I appreciate and express my gratitude for the work that you have done.

***THE HON. SPEAKER:** This is not the time to be grateful or express gratitude. It is an opportunity to seek clarity in terms of grey

areas that the Minister might have raised; maybe you need clarification or you merely stood up to express your gratitude only.

***HON. MACHINGURA:** Thank you Mr. Speaker, I wanted to firstly express my gratitude and proceed to say to the Minister that I have understood everything he has said and that he did the correct thing because in Chipinge we have wild guava fruits which have to be processed.

THE HON. SPEAKER: For the benefit of other Hon. Members, after a Ministerial Statement has been given, you seek clarification on certain sections of that Ministerial Statement so that the Hon. Minister can then clarify.

HON. NDEBELE: Thank you Hon. Speaker. I just want to find out from the Minister...

THE HON. SPEAKER: From the Hon. Minister.

HON. NDEBELE: From the Hon. Minister, the Professor that the education 5.0 has done a sudden summersault, has he totally left out the

payment of school fees for 6th form children, the process that his predecessor was pursuing. Has that totally been dumped? I want to check also with the Minister if at all Government programmes like the 5.0 that he is talking about producing a local cadre for the local industry ever speaks to programmes like the national scholarship. When you look at it, we are still sending our children overseas to learn possibly about the maples in Canada that he was talking about and whatever else by way of trees they may choose to teach them in China. Is it not time then to say the resources that we are deploying outside should then go to MSU and Lupane State Universities by supporting our own children?

Finally, I like the Minister's view that you do not need to go far to learn something but just yonder within our borders. Does that also speak to austerity measures that our Government is pursuing so that Ministers desist from travelling outside the country to learn about foreign projects yet we have the answers here, Mr. Speaker, I thought I would clarify no those.

HON. CHOMBO: Thank you Mr. Speaker, I would want to add my voice to the Ministerial Statement by the Hon. Minister. We have had a lot of changes in the education sector and we have had success and a lot of challenges. I speak of the new curriculum, the Nziramasanga Report in the Ministry of Education and it has a lot of challenges. I would want clarification from the Hon. Minister, how prepared is the Ministry to be able to cater or to make sure that these changes are a success? How much are you involving the locals, the community for you to be able to make sure that whatever you are trying to implement is adaptable to the community?

HON. GABBUZA: Thank you Mr. Speaker, I listened to the Minister very painfully. Why I say so Mr. Speaker..

THE HON. SPEAKER: Did you say very painfully?

HON. GABBUZA: Painfully, yes, because if you ask me what the Minister said I will not give you an answer. The Minister talked about vision 2030 which is going to need industrialization, it is very critical but within the programmes that he mentioned I did not see the Minister's

benchmark up to vision 2030 that in terms of the new proposals from now this is what we are going to do. From there we are going to do that up to 2030. He talked about teacher training, is teacher training of science alone going to industrialize this country? What else needs to be done? To me, it is not coming out very clearly. There is the issue of research stations that are already there, the likes of the SRDC with very intelligent people, the likes of Mafoko *et cetera*, they are there ideally, redundant doing nothing. Does not the Minister see those, why can we not capacitate those existing institutions to be innovative and create; we have the Grasslands Research Station along Marondera. If you go there, it is a sorry state. Things have fallen apart but these are key institutions that are very important for the development of this country. The blare toilet was designed at some of those institutions, it is not an international discovery, it is a Zimbabwean discovery. The njonja pipe which we normally use to remove fuel from our gallons into the tanks, that is a Zimbabwean ordinary farmer who discovered that just using differential pressures within a pipe. I can go on and on, we have the weather station here, there is not even a single Stevenson Screen for our weather

instruments but these new ideas of new construction, the existing ones are there. What is going to be done about them, because they are already there, they simple need a bit of renovation.

Lastly, Mr. Speaker, we have these intelligent scientists that I am talking about, what are we going to do with them? How do they fit into the new scheme of arrangements? Are we saying these we are discarding and we are now retraining new scientists with new ideas? Why do we not retrain the old ones, how do they fit into the ideas that the Minister has. I thank you Mr. Speaker.

HON. NDUNA: Thank you Mr. Speaker. I would like to applaud the Minister for his Ministerial Statement. I have got five points of clarity. The first one speaks to how we are going to embrace the artisanal miners in terms of their knowledge because it is – as you said we need to come home. Experience is the best teacher, they can do brown bed exploration and they have been in that trade for a very long time. In the same vein, we can then formalise the informal sector. My question to you is; are you going to embrace the artisanal miners in order

to extract our ubiquitous amount of mineral wealth we currently have.

As we are aware, we have got a million of mineral wealth out there Mr.

Speaker Sir.

The second one is the issue of patriotism which starts in the Constitution as we uphold it. How are you going to inculcate the culture of patriotism inside those learners you are talking about? For as long as we do not teach our learners and teachers to be patriotic and have their nation at heart – [HON. MEMBERS: *Inaudible interjections.*] – by upholding...

THE HON. SPEAKER: Order, please seek points of clarification; I thought you have made your point on that one.

HON. NDUNA: That is the second issue that I need to know how he is going to make sure that they all know their National Anthem. Thirdly, he spoke eloquently about domestic resource mobilisation when he spoke of Mutoko Granite. I am aware that in the engineering sector and road making department, 80% of the material are domestic oriented except the bituminous and...

THE HON. SPEAKER: Point of clarification.

HON. NDUNA: How is the Minister going to try to complement and augment the 80% using the innovations from the learners of putting together bituminous, emulsions and other stuff that are of liquid form in order to amalgamate it with other hard staff in the engineering sector, in particular for road making material.

Fourthly, is the embracing of existing technology and I will give the Minister a pointer, in particular, computerisation at our toll-gates and at every revenue generating entities. How is the Minister going to direct and point the learning methodologies in order to utilise the existing computerisation at our toll gates? An example will be to use the number plate identification systems at the toll gates and the computerisation to enhance revenue generation, plug revenue leakages and stop road carnage. Aware that our toll gates are 100kms apart, we can make sure that we can get the speed – [HON. MEMBERS: *Inaudible interjections.*]

—

THE HON. SPEAKER: Order Hon. Member. Your point of clarification is - expansion of ICT education within science and technology. That is your question.

HON. NDUNA: Thank you Mr. Speaker for your elaboration. The fifth point will be on a model that speaks to and about compensation, how the Minister can point the education 5.0 to compensation on every department both compensation when people have been involved in road accidents – [HON. MEMBERS: *Inaudible interjections.*] – and compensation in terms of monies that are not utilised both for those that have not died after paying...

THE HON. SPEAKER: Hon. Member, please take your seat – [HON. MEMBERS: *Inaudible interjections.*] – Order. Item number five relates to application of ICT in e-governance. That is all.

HON. NDUNA: Thank you Mr. Speaker Sir. I want to know how the Minister is going to embrace item number five in his 5.0 education system: to embrace ICT in e-governance matrix so that we can

harmonise all our laws with Education 5.0. I thank you for your clarity
Mr. Speaker Sir.

HON. MADIWA: Thank you Mr. Speaker Sir. I want to applaud the Hon. Minister for a very good statement which is very innovative. My point of clarification is; what is the Ministry doing in terms of making sure that those with special needs are taken on board in terms of teacher training. There is a scarcity of teachers for pupils with special needs. I want to know what the Ministry is doing in terms of making sure that this is taken on board.

HON. SIKHALA: Thank you very much Mr. Speaker Sir. The first thing that I want to say is to quote what our Hon. Speaker, Advocate Mudenda always say, ‘we Zimbabweans are very good at writing very flowery and good statements but on implementation.’ The first thing Hon. Minister, is to warn you beforehand that we have had such kind of national programmes in our country. For example, we had the Jatropha Programme where we wanted to ameliorate the fuel crisis in our country. What are we going to do on the implementation side, rather

than your whole loaded statement you gave us today? We want implementation on what you have said.

Secondly, Hon. Minister, do you know that at Harare Institute of Technology (HIT), the Pharmaceutical Department is currently carrying an understudy on a herb called Wonderlife, have you heard about it?

Hon. Sikhala having been addressing the gallery.

THE HON. SPEAKER: Address the Chair Hon. Member.

HON. SIKHALA: Wonderlife is a herbal discovery by our own local people which they are claiming in public that it can cure AIDS, can boost immunity and treat about 34 diseases. I met Prof. Gundidza who told me that this discovery is going to be a magic to ameliorate the AIDS crisis in our country. However, we are not getting sponsorship; those people who have been sponsoring us from outside the country are no longer interested. What are you going to do to promote our own researchers in the country, especially on such important discoveries which are made by our own people to make sure that they make a breakthrough?

Thirdly, the other problem that you talked about is mineral industrialisation in our country. The major problem we have in our country is the issue of beneficiation. Are you training our people in terms of the minerals that we are getting in our country? For example platinum which is being imported in raw form but we want it to be beneficiated in our country. In your vision, have you put it in your mind that we need to train people who will be able to beneficiate our own minerals? Those are the three clarifications that I need from you. I thank you.

HON. MADZIMURE: Thank you Minister for responding to Hon. Ndebele's request. My first question to the Minister is, when you answered a question on STEM in this House you discredited STEM. I thought you were going to give us as your starting point a clarification now of your understanding of STEM and what was the problem with the programme that had been started by Prof. Moyo. You have not done that. Secondly, the Hon. Minister did not indicate to the House where we are at the moment. We are always good at producing documents

which have got no background from where you would say this is where I am starting from. We had achieved this and what we expect to achieve over a period of time is this, there is no indication. From the Hon. Minister's statement, you talked about a whole lot of innovation hubs everywhere but you did not even indicate the budget that you have to fund those things. In the *Blue Book*, there was no allocation for those things. We did not debate those things in this House but here are things that you are saying are already happening. How are you funding those things?

You also talked about industrialisation in 5.0. Hon. Gabbuza raised an issue of the SIRDC somewhere in Harare North. A country that does not understand what productivity is cannot industrialise. The Hon. Minister did not talk about productivity, how we are going to use our resources or how we are going to maximise the use of the resources that we have? If we go to Japan, it was developed by one white man from America who introduced systems like JIT. When Japan produces a car, it produces 100 cars where Willowvale produces one car. The price

of Japanese cars is cheap and affordable. As a result, Japanese cars flood the market and Zimbabwe will not have a market. What then are you going to do about those issues?

Madam Speaker, the Minister has one concept that he did not deal with. He talked about the issues of heritage and the like. *Kuchikaranga vanoti gavi rinobva kumasvuuriro*. Right now at primary level, we have introduced a new curriculum which is not funded. We have a situation where the book ratio at the moment has gone down to 1:3 yet you expect to produce a child who will then join STEM as he or she grows. The basic knowledge is not there, it has not been achieved.

The Hon. Minister also talked about the 5000 teachers that will be available in Zimbabwe by 2023 but he did not tell us how many teachers we have at the moment for us then to say we have achieved. Probably we already have got 4000 teachers who are not enough and when we get to 2023 we will have an extra 1000 but natural wastage will have taken away a lot of other teachers. The Hon. Minister did not indicate where we are at the moment as far as the teachers are concerned. He even

talked about heritage based designs. The danger in that is continuously talking about the colonial ills; the things that were not done right will not help us. As a result, we will close ourselves from gaining from what is happening internationally. Why can we not concentrate on development that is inclusive, tapping from other people that have already done so? It will not help us to reinvent the wheel and we will never be able to reinvent the wheel. So, the issue of using the words like heritage and the like while it is something flowery probably to bring back the minds of the wars does not help any more. We simply have to develop,

When Smith found Rhodesia imposed with sanctions, his statement was very simple; he said nothing will disadvantage the Rhodesians to enjoy what other people enjoy out there. What did he mean by that? He meant that he was going to industrialise and we started producing some of the equipment that we have since discontinued. As import substitution, Smith had a lot of new products and that is why we have the industries that we have today which are now just shells. So, instead

of concentrating on the new innovations, we already have people who have got companies that are closing.

Lastly, on the issue of attachments, we already have people who need to be developed locally. They cannot find companies to be attached to. In instances where they are attached they are given nothing. This again is the responsibility of the Minister who must ensure that this is addressed so that you encourage people to be attached. There is nothing new that we are going to find. Innovation is already there but it is only the availability of those areas where people can use the education that they will have. So, dreamers are also needed in a country. That is why *va*Chamisa was dreaming about having an airport in Murewa and this is exactly what you are telling us, that we should dream. I thank you.

HON. PROF. MURWIRA: I wish to thank the Hon. Members for allowing me to give the clarifications. One of the main issues that I will start with is that when I am talking about heritage I am not taking about colonialism. I am just saying a country should use resources that

are native to it, for we need to have a comparative advantage over other people. If you have got platinum - platinum is in Russia, in Zimbabwe and South Africa; therefore, we must be specialists in platinum so that we can trade with people without platinum. That is what heritage means. It is not a historical thing. Heritage basically means your fauna, flora, minerals and your people, so I want to clarify that heritage does not mean history. Our science has nothing to do with colonialism.

The other issue is that I want to make it very clear that STEM does not mean “A” level scholarships. STEM means Science, Technology, Engineering and Mathematics and in trying to implement STEM, previously my Ministry was trying to give scholarships to ‘A’ level students so that they do science but the question is; how do you give a student a scholarship to go to a school where there is no teacher? There are many other things that we could talk about this programme that I am not going to say here.

The issue is that STEM is a bigger concept than ‘A’ level scholarships. The issue in terms of ‘A’ level scholarships is we have

discarded continuing with 'A' level scholarship. Instead, we have taken the money and starting to fund apprenticeships with that money. The apprenticeship programme is the programme where money had been taken to give the 'A' levels. So we are simply returning it to apprenticeships. This year we have recruited a thousand apprentices, people already on station and we are going to recruit a thousand more this March. So that is where the money that was supposed to go to 'A' level went because it has to go to people who can develop this country with their own hands. 'A' level, I do not know whether we were having problems there and I would not want to mix my statement with the forensic audit statement and why people were doing their 'A' level.

The issue of innovation hubs, I just want to talk again about the design called, 5.0. It is not like we are going to retrain people, we have people but we did not have a design that could deliver what we wanted. The issue is very simple. If you tell a person to teach, research and do community service, how then do you expect that institution to produce industry because it does not have that term of reference? So because

teaching, research and community service are budget items, if you want people to do innovation, then you have to invest in it as a budget item and that is what we have just done. We also had to put industrialisation as a budget item so that our knowledge results in industry.

So the issue basically is that, you may have to know that I can make this available on the status of all the projects that I have been talking about. I am not writing good documents but simply saying if you want to see the state of innovation hubs, Hon. Members are invited to go to HIT and see that they are at roof level; they are invited to go to NUST and see that it is finished; they are invited to go to MSU and see that it is finished; they are invited to go to the University of Zimbabwe and see that they are finishing the roof and they are invited to go to Chinhoyi University of Technology (CUT) and see that it is completely finished. We are also tired of talk – we do. – [HON. MEMBERS: *Hear, hear.*] –

So in the innovation hubs, there are three processes that occur in an innovation hub. One, it is good ideas that are going to be incubated by

experts. They are going to be legally protected and marketed at the end of the day. What is the state of things now? Students are very innovative. They actually have prototypes but do not have an outlet. The system does not allow them to go and do an industry but now we are saying, you are free to go and do an industry.

The colonial system as I was saying is not about being drunk, tired and whatever about things but it was designed for its purpose. The way that it was designed was that people in our institutes here in Harare, in Zimbabwe were just supposed to learn how to do a certain thing of an existing factory – that would have been thought about in Edinburgh, Oxford or Cambridge. So the University of Zimbabwe was not designed to produce a person who produces an industry but rather one who works for an industry. Our universities did not have - there are very good people and they are there but they did not have the design that would allow them to do so based on a budget item and we have just budgeted for that – that is what we mean by Education 5.0. It is not a strange animal, it is very natural to say if you have thought about something, let

us see what comes out of it and we provide the budget for that. So it is not a strange animal.

This document that is called, Status of Projects of National Importance, January 2019 - all the projects that I have been talking about are real and on the ground. Hon. Members are invited to go and see what is on the ground.

So what we are basically saying is that in terms of Education 5.0 – it is just a design, it is just an outlet to say that now you are allowed to do that. It is an enabling model. How prepared is the Ministry to implement its Education 5.0? Extremely well prepared, what we have done is, all the six innovation hubs that I spoke about are being built by engineers at these universities. We are not even contracting a single company. They are being done by the Engineering and Works Departments and the Ministry of Finance and Economic Development is only providing finances. Therefore, we are allowing them to practice their trade and the work that they are doing is marvelous. This is what is

called, empowerment. So universities are very good but you have to give them the way to be good – that is all we are doing.

In terms of scholarships, when we talk about heritage based development as I said, I am saying science is universal. Go and study wherever you want to study but when you return, apply your knowledge on the local environment – that is all we are saying. There are certain areas where we need people to be trained outside. We have done a national skills audit which shows that in engineering, we have a skills deficit of 96%; in agriculture we have a skills deficit of 88%, in medicine we have a skills deficit of 95% and so forth. So this guides the way we are going to do scholarships.

In terms of artisanal miners, what we are basically saying is, what we are teaching will produce business people – that is all we are saying. It will produce business people and that is what we are going to do. All our industrial parks that we are going to build - you will know that the University of Zimbabwe, Marondera, Chivhu and Masvingo have already given us space, this is the status. So all of these projects that I

have been talking about, again I emphasised the status and how we are going to implement it for the first time. This Ministry has got a strategic plan. – [HON. MEMBERS: *Hear, hear.*] –

The Ministry of Higher and Tertiary Education, Science and Technology Development never used to have a strategic plan since its inception. So we have a strategic plan towards 2030 and Hon. Members will be free to have this strategic plan - it is 2019 to 2023. So we have a plan, we are not just talking because we are also frustrated with people who talk and do not act.

The philosophy that we follow when we are doing our education is – [HON. MEMBERS: *Inaudible interjections.*] –

THE HON. DEPUTY SPEAKER: Order, order! You may proceed Hon. Minister.

HON. PROF. MURWIRA: We are following what we call the principles for Higher and Tertiary Education in Zimbabwe which is a doctrine that is based on the modernisation and industrialisation of Zimbabwe through education science and technology development. Our

philosophy is Education 5.0 – heritage, innovation and industrialisation. This document is the best document that we are using to launch ourselves to 2020/30 and beyond. So that is the issue, we have a plan and we are doing what we can. We could do more, that is why I thought that we need to have the discussion but the issue basically is that we are really not sleeping, we are working very hard. However, we have to continue working very hard. I thank you.

HON. MUSABAYANA: Thank you Madam Speaker. My first point of clarification is whether or not in the innovation hubs there will be space to accommodate those post-graduate engineers who might not be employed, who were not exposed to these kind of skills so that they can also be trained.

Secondly, on the issue of markets, the Minister was talking about innovation and industrialisation but what I need to know is, is this market driven? What is driving us? Are we being driven by customer orientation or the customer needs or we are driving it from the point of technology?

If you look at Germany, they failed because they focused on technology supremacy without looking at what the customer wants. So where is marketing in this matrix of innovation because it is important to come up with relevant goods and services?

My third point of clarification is on the legal framework. What has also stifled innovation in this country or industrialisation is because of our archaic legal framework which restricts innovation or restricts those people who want to do start-ups in their garages or behind their homesteads. So, what are we doing to do that because if you look at Silicon Valley, most of these industrialists and innovators that we are talking about, they started in garages, in their back yards because the laws in those countries allow that.

Finally, is the issue of competitiveness. I do not think the challenge that we have in this country is production or producing machines but the question is if you produce your machine or your baling machine that the Minister was talking about, is it going to be competitive in terms of competing with global baling machines for grass? Where is the issue of

competitiveness coming in into the matrix of innovation in our philosophy?

HON. C. MOYO: Thank you Madam Speaker. Prophet Alpha Lukau has resurrected Elliot Moyo in South Africa. Now linking that to my point of clarity, how sustainable is Matamba Juice Project because innovation is supposed to be supported by sustainability rather than just think of innovation without sustainability. How sustainable is Matamba Juice Project before we call it joke of the year in March?

HON. A. NDEBELE: Thank you Madam Speaker. As part of the new STEM Programme, the Minister indicated that they are in the process of training more science and mathematics teachers. For us in Matabeleland, complete stemitisation will take forever because we do not have laboratories. Apart from the missing teachers; the infrastructure is not there. Given the budget and what the economy is doing in this country, the idea of mobile laboratories is just a myth. So I am thinking while looking at the curricular for universities in Matabeleland which is NUST, Lupane State University, Open University, Catholic University

and the Women's University, none of these Hon. Minister of Higher Education offers a degree in law. Given that we still have these years of stemitisation to get to us, is it a remote possibility that you could look into expanding the curricular of one of these institutions of higher learning to accommodate the training of lawyers in Matabeleland because we have always have a High Court after Harare but now Masvingo trains lawyers; the Midlands State University trains lawyers, so if you may consider that.

HON. MUSANHI: Thank you Madam Speaker. I would like to commend the Minister of Higher and Tertiary Education for having done a sterling job as far as I can see it. If Hon. Members here do not compliment some of these things that are happening, it will not help this House at all. As Hon. Members, be it you are on this side or you are on that side, I think it is important that we all appreciate what our Hon. Minister has done.....

HON. MUSHORIWA: On a point of order. Madam Speaker, the Speaker had already made a ruling that what is needed are clarifications

to the Ministerial Statement. I think the Hon. Member was not in the House when the Speaker made that ruling. So, may you probably direct him accordingly?

THE HON. DEPUTY SPEAKER: Hon. Musanhi, what is your point of clarification?

HON. MUSANHI: I just wanted to commend the Minister for a job well done because we have never had any Minister coming to this House to tell us about a strategic plan in the Ministry. It is my first time to hear this. So, I must appreciate that which is good and those who do not appreciate good things are the people who are bringing problems to this country. These are the same people who are going out to seek for sanctions to this country. They must learn to appreciate – [HON. MEMBERS: *Inaudible interjections.*] –

HON. MADZIMURE: Thank you Madam Speaker. Hon. Minister, I was shocked actually to hear that you have a strategic plan. There are very few Ministries that do have these documents but the biggest problem Madam Speaker is that people out there do not know

about these things. There is one thing that I think the Minister must help this nation to address. You cannot share information effectively in a country where you have got one television station. These things must be debated and discussed. People who have got knowledge must share it. You cannot – [AN HON. MEMBER: *Inaudible interjections.*] - that is why we are talking of an integrated approach to our problems.

Madam Speaker, I need your protection from Hon. Musanhi. Some of these things are beyond his age. He cannot understand it. On a serious note Madam Speaker, I tell you in a country where you have got one television station - where you do not have people who can debate issues, it will not work. Hon. Mutodi was here but he disappeared before he could understand what was being discussed. This is my humble submission. As a country, we cannot share information, especially technology based information where you do not have a lot of television stations where programmes can be aired and people can share. Can the Hon. Minister take it up with his colleagues and make sure that we can have another station.

THE HON. DEPUTY SPEAKER: Thank you Hon. Madzimore.

I now give the Minister to respond.

**THE MINISTER OF HIGHER AND TERTIARY
EDUCATION, SCIENCE AND TECHNOLOGY (HON. PROF.
MURWIRA):** I want to clarify on the issue of innovation hubs. I will
read from the doctrine of what an innovation hub is.

Innovation is the bridge between knowledge produced in lecture rooms, laboratories and industrial production. In the innovation hub, there are three processes that are involved. These are legal service to protect what would have been found, because Zimbabwe has been very poor at protecting intellectual property. The second one is marketing services. The third one is product specific technical services. These are things that occur in an innovation hub.

On the issue of markets, it is addressed. On the issue of legal framework, Zimbabwe has no shortage in this area of legal framework. What has been the shortage in our education system is to allow universities to do innovation and to allow universities to do

industrialisation. This is what we have just added. If one does not look at it very carefully, one might think that we did a very complicated thing. It is nothing complicated at all. We have just allowed universities to do innovation and industrialisation. That is what we have done so that they move from cradle to grave. That is all that we have done. That is Education 5.0.

Then the issue of the *matamba* project which was asked by one Hon. Member, it was just an example but when you are doing things, please look at the local product. The South Africans have made the *marula* wine. The *marula* wine is actually a very nice alcoholic drink. That is heritage based development because that if *mukumbi*. Why do you struggle with a crop that does not even want to grow and then you start investing a lot of technology in it when you can just go and take *marula* from a *marula* forest and make juice. You do not even need to irrigate it. That is the model.

Zimbabwe has no problems with many things, it is just the philosophy of that education to say what do you want to get out of it.

Matamba can actually be very sustainable. You can make juice with *mazhumwi* and *man'ono* just because an apple is a wild fruit in Europe. There is no fruit that was manufactured in a laboratory. All fruits in this world grow somewhere else as wild fruits. So what is wrong with us not using our wild fruits to make juice? We wait for somebody from outside to tell us that *marula* wine is good. This is basically what we are questioning in our education model to say do not think far. It is right here with you. This is the model that we are talking about Madam Speaker.

The issue of lawyers, I think this question - with all due respect Hon. Speaker, has nothing to do with STEM. However, what we are doing is, Joshua Mqabuko Nkomo Polytechnic which we have introduced a science teaching stream at secondary and primary school. At secondary school, the secondary school teachers' programme. I am sure it is in Matabeleland South.

However, what we are talking about when we are training people at state institutions as Zimbabweans and we will locate our institutions

in different places of the country, including the fact that we are going to put a teacher training college as we speak in Matabeleland North this year. It is just a continuous process but our institutions are national in nature. They are not village institutes. I submit Madam Speaker.

HON. NDEBELE: I raised the issue of a law school in Matabeleland is because if you look at the A' level results, we are the worst in terms of science passes. We do not have laboratories. Therefore, those who can be lawyers are those that we are producing in large numbers – the arts students. That is why I raised the question of law. That is how it comes in this discussion of STEM. I understand the University of Zimbabwe is national but my question was, we were the first to get a high court before Masvingo and the Midlands but they are offering degrees in law. This is why I brought it in.

THE MINISTER OF JUSTICE, LEGAL AND PARLIAMENTARY AFFAIRS (HON. ZIYAMBI): I move that the debate do now adjourn.

Motion put and agreed to.

On the motion of **THE MINISTER OF JUSTICE, LEGAL AND
PARLIAMENTARY AFFAIRS (HON. ZIYAMBI)**, *the National
Assembly adjourned at Nineteen Minutes past Four o'clock p.m. until
Tuesday, 12th March, 2019.*