

EDC Support to Zambia's Ministry of Education

QUESTT

(Quality Education Services Through Technology)

QUARTERLY REPORT

FINAL QUARTER

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Abbreviations and acronyms

CBO	Community-Based Organization
CDC	Curriculum Development Center
COP	Chief of Party
CRC	Community Radio Coordinator
CRS	Community Radio Station
CS	Community School
DCOP	Deputy Chief of Party
DEBS	District Education Board Secretary
DODE	Directorate of Open and Distance Education
DRCC	District Resource Centre Coordinator
ECZ	Examinations Council of Zambia
EBS	Educational Broadcasting Services
GRZ	Government of the Republic of Zambia
IRI	Interactive Radio Instruction
LTM	Learning at Taonga Market
M&E	Monitoring and Evaluation
MOE	Ministry of Education
NGO	Non-Governmental Organization
NOC	National Outreach Coordinator
ODL	Open and Distance Learning
OVC	Orphans and Vulnerable Children
PEO	Provincial Education Officer
POC	Provincial Outreach Coordinator
QUESTT	Quality Education Services Through Technology
SEO	Senior Education Officer
SESO	Senior Education Standards Officer
TED	Teacher Education Department
TESS	Teacher Education and Specialised Services
TRC	Teacher Resource Centre
ZATEC	Zambia Teacher Education Course
ZIC	Zonal In-service Coordinator
ZNBC	Zambia National Broadcasting Corporation

QUESTT Project

The QUESTT project contributes to USAID's Education Strategic Objective (SO6) on "Improved Quality of Basic Education for More School-aged Children" with special emphasis on two IR's; IR 6.1 Improved Quality of Basic Education Delivery System and IR 6.4 Mitigate the Impact of HIV/AIDS on the Education System.

The core strategy is to continue and expand the basic education provision through Interactive Radio Instruction (IRI) in community schools for children who are not in conventional schools. QUESTT continues to assist the Directorate of Open and Distance Education (DODE) in the design, development and revision of programs and materials to cover all grades from 1-7, so that a full cycle of quality basic education will be available through DODE. QUESTT is also working with the Ministry of Education (MOE) to introduce Interactive Radio Instruction programs to supplement teaching in government primary schools.

To ensure and maintain quality basic education in schools, QUESTT will use radio and other technologies to support an improvement in the quality of pre-service and in-service teacher training delivery systems. The strategy will be to improve the teaching capacity of teachers by introducing new technical equipment as well as improving utilization of appropriate existing technologies in both Colleges of Education and Teacher Resource Centers.

1. Executive summary

This was the final quarter for the project and this is the final quarterly report. The final report for the project will be submitted within three months of the end of the project.

The major activity of the quarter has been the preparation for the closing of the project. The computers, equipment, furniture and vehicles are all being allocated to places where they can continue the work of the project. The vehicles are being handed over to the Ministry of Education for use by DODE in the provinces. The computers and other equipment are being handed over to the Ministry of Education to be used by EBS, DODE, Standards and Teacher Education. The furniture which was being used in MOE offices has been left there for the new occupants, while the furniture in the admin offices is being handed over to community schools.

As a result of the closing of the project, staff were laid off month by month and few activities were undertaken. By the last month, only the COP and the admin staff were still in office. The project continued to assist those schools using iPods which had problems with the recharging of the batteries. A total of 18 batteries were returned to Lusaka and fixed by the IT Coordinator. The problem is caused by the cut-out switch on the battery and the switch can be bypassed or the power input reduced.

The project also distributed to the SEO-ODL in each province the Grade 1, 2, 5 and 6 Mentor's Guides which had been printed by UNICEF and were waiting distribution in EBS store. The project also settled the bill for the printing of Grade 6 posters, since these had never been distributed. A total of 2,862 mentor's guides and 968 posters were distributed and should go some way to meeting the shortage of materials.

The National Outreach Coordinator contacted the provincial offices to ascertain what outreach activities were being conducted by the ODL officials in the provinces after the departure of the POCs. She found that three provinces, Lusaka, Western and Luapula were continuing to conduct activities, and the newly appointed SEO-ODL in Eastern Province was about to start his program. Various reasons, such as periods of leave, lack of transport or lack of funds, had prevented the other provinces from conducting any activities.

The final payments for the small grant scheme were made and a total of 35 communities complete their projects. Three grants were cancelled because the communities had failed to achieve the first milestone. Two other grants were not fully paid as the bank accounts were closed.

A major activity for the Community Radio Coordinator was a one day meeting for officials from DODE to discuss with the community radio station managers what educational programs they would continue to broadcast after the end of the project. This was a follow up meeting to the one held in November 2008. After intense discussions, the managers agreed to continue broadcasting LTM until the end of 2010.

The OVC Life Skills program was operating fully until the middle of September. The Coordinator with the producers completed recording all the drama programs in all four languages at the radio stations, while the remaining schools programs were recorded at EBS. The producers monitored the listener groups in their areas and found a total of 1030 active groups. 2166 group leaders were trained in running a listener groups, psycho-social support for caregivers and how to follow the OVC Life Skills program.

Each radio station now has a full set of programs, covering the two years. There are 30 dramas for each year and 30 school programs for each year. They will continue to broadcast the programs until the end of the year and it is hoped that they will use them in subsequent years too.

The major activity for the Teacher Education Coordinator was the training of MOE officials and ZICs in Northern and Luapula provinces in the use of the Sample Science Lesson Manual for Grade 5 to 7. A total of 12 officials, 11 resource center coordinators and 93 ZICs were trained and supplied with the materials to train teachers in their zones. Training of teachers had already started in September.

Two reports were produced by the M&E section during the quarter, the 2009 Statistical Report for IRI Community Schools and the 2009 IRI Monitoring report. Both reports will be circulated with this quarterly report.

EDC has been supporting IRI in Zambia for over ten years, and the impact of the program has been recognized by many evaluators and Ministry officials. Apart from

over 200,000 children in community schools using the program and benefitting from good quality instruction, there are now over 600,000 children in government basic schools listening to the programs on a regular basis. Test results show that use of the IRI programs makes a significant impact on learner achievement at all levels. The major challenge to the effective use of the program in schools is the poor radio signal from ZNBC and the limited areas covered by the community radio stations.

2. Project results

Primary schools adopting IRI as a way of improving access and quality in basic education

2.1 Number of primary school students enrolled in IRI schools

Data collected from the provinces in 2009 indicate that there are 247,100 learners in 1,693 IRI centers and community schools using IRI. The data for government schools using IRI will be available from the EMIS data, which is still being analyzed by the Directorate of Planning and Information.

Teaching skills of participating teachers improved

2.2 Number of teachers trained in IRI

93 zonal in-service coordinators were trained as trainers for the Sample Science Lesson Manual.

2.3 Number of teachers enrolled in a teacher training course by distance education

The 422 community school teachers who enrolled in the ZATEC by distance education program have completed their assignments and portfolios and are waiting for final recognition.

Enhanced institutional capacity of government to mainstream, manage and supervise IRI activities

2.4 Number of MOE officials and administrators trained in IRI and for education management

Twelve MOE officials and eleven teacher resource center coordinators were trained in the use of the Sample Science Lesson Manual

Improvement of learning resources

2.5 Number of teacher's guides and other teaching and learning materials provided.

1500 revised teacher's guides for Our Family were distributed to the community radio stations in Eastern, Northern, Western, Southern and Luapula provinces

735 Science Manuals for Grades 5 to 7, 207 Training Manuals and 100 DVDs were distributed to ZICs and resource center coordinators in Luapula and Northern provinces.

Enhanced participation of community-based organizations in OVC empowerment programs

2.6 Number of community radio stations, CBOs, churches and partner organizations supporting QUESTT programs

Nine community radio stations are producing educational programs and broadcasting *Learning at Taonga Market* lessons. Four of these stations and two others are broadcasting *Our Family* programs.

Enhanced participation of communities in the education of their children by supporting the schools

2.7 Number of school committees supported with grant funds

The 35 school committees have received the final installments of their grants

2.8 Number of school structures built or repaired with grants

27 of the grants are for building or repairing school structures.

Parents and caregivers enroll in and participate in OVC empowerment programs

2.9 Number of parents, caregivers and community-based trainers trained in OVC program

2166 listener group leaders attended one-day training workshops to prepare them for sustaining their groups after the end of the QUESTT project.

3. Overview of Activities

3.1 Materials

3.1.1 IPods

By the close of QUESTT, there were 262 Community and GRZ schools using IPods countrywide. Overall 786 teachers and head teachers have been trained at schools in use of IPods.

The use of IPods has become very popular in schools and there is a high demand for them from both GRZ and Community Schools that are using *Learning at Taonga Market* (LTM). This is because IPods allow teachers to fit the programs into their schedules, to take control of the lessons by using the pause mode and to involve many learners in practice activities.

The major challenge has been that many batteries have been returned to Lusaka for repair. Some were damaged but the most common cause was that the cut-out switch had prevented the battery from charging, unless the power output from the solar panel was reduced. This can be done quite easily by covering half of the panel by a piece of card. Instructions have been sent to all districts so that they can fix the batteries themselves.

3.1.2 Mentor's Guides

Early in 2009, UNICEF printed several hundred Mentor's Guides for LTM and delivered them to EBS. However EBS did not have the funds to distribute them to the schools. As a result of a plea by UNICEF to members of the Community Schools Sub-committee, it was agreed to send all the Mentor's Guides by courier to the provincial offices from where the SEO-ODL would be responsible for distributing the guides to the districts. This will go some way to mitigate the shortage of Mentor's Guides which has been reported from all districts.

The table below shows the quantities that were distributed to each province.

	No of IRI community schools	Percent of total	Gd 1	Gd 2	Gd 5 T1	Gd 5 T2	Gd 5 T3	Gd 6 T1	Gd 6 T2	Gd 6 T3	Gd 6 Posters
Central	311	18%	60	60	64	73	76	64	64	64	178
Copperbelt	113	7%	22	22	23	27	27	23	23	23	65
Eastern	246	15%	47	47	51	58	60	51	51	51	141
Luapula	147	9%	28	28	30	35	36	30	30	30	84
Lusaka	220	13%	42	42	45	52	54	45	45	45	126
Northwestern	152	9%	29	29	31	36	37	31	31	31	87
Northern	239	14%	46	46	49	56	58	49	49	49	137
Southern	175	10%	34	34	36	41	43	36	36	36	100
Western	90	5%	17	17	19	21	22	19	19	19	51
	1693	100%	325	325	350	400	412	350	350	350	968

3.2 Outreach

3.2.1 Summary

The report highlights the outreach activities that were done in the months of July and August after the end of the contracts of the POCs. The National Outreach Coordinator contacted each provincial office to ascertain what outreach activities were being conducted. The SEO-ODLs have reported what has been done to support IRI in their provinces in the absence of the POCs.

3.2.2 Provincial activities

a. Lusaka

The SEO-ODL reported that she monitored the use of IPODs in Chiyawa. It was reported that teachers were very happy with the use of IPODs, and can easily use them to assist the slow learners. She also monitored LTM in Central Prison, and found out that the LTM program was still well-known and popular there. The adult learners are very keen, because it has given them an opportunity for education. The SEO recommended two community schools for assistance from any well wishers, thereby motivating and giving hope to the community schools that QUESTT's vision was still alive.

b. Eastern

The Provincial Education Officer reported what has been happening since June 30th when the POCs' contract came to an end. She reported that the office of SEO-ODL fell vacant at the end of June, following the transfer of the SEO-ODL to DODE Headquarters, in Lusaka. Mr. Gondwe, previously ESO-ODL in Chama, took up the new acting appointment as SEO-ODL at the end of July. Since the new SEO-ODL took office, they have been taking stock of the remaining LTM materials in readiness for distribution to all districts in the Province. The Provincial Education Officer has also called for a meeting with all ESO-ODLs to review ODL programs including LTM and Our Family before schools resume on 7th September.

Orientation of provincial staff on ODL programs including LTM and Our Family has been done with the view to embarking on monitoring when schools open next term.

c. Copperbelt

The SESO-ODL in conjunction with SEO-ODL reported that no activity was undertaken, due to the fact that they had not been funded sufficiently to carry out ODL-programs. However they have arranged to meet the PEO to request some allocation from other programs so that it can be used for DODE activities including LTM. Copperbelt is anxiously waiting for the QUESTT vehicle. They hoped that if these two issues of funds and transport could be looked into they would be able to manage the ODL programs.

The SESO said that the gap QUESTT left was being felt because there had been continuous allocation of funds coming through the POC. Nevertheless they were determined to do their best so that all DODE programs including LTM were implemented.

d. Northern

The province has a new SEO-ODL. She was on leave attending to some personal problems in the months of July and August. As she reported for work in August she organized a three-day review meeting for ESO-ODLs from 24th to 27th August. The main purpose of the meeting was to meet the district officials (ESO-ODLs) and review the activities done in the year and plan the way forward. She seemed to be determined and eager to implement all DODE programs which include the LTM program.

e. Southern

-There is a new SEO-ODL who used to be Vice-Principal for Livingstone College of Education. He has not conducted any LTM activity. He is preparing a work plan so that he can visit Districts to find out what ESO-ODLs have done.

f. Northwestern

The SEO-ODL reported that she had a personal problem which prevented her from travelling. The SESO-ODL, who should have helped monitoring activities, is studying at the University of Zambia. However the SEO stated that she will start monitoring the QUESTT programs in the month of September.

g. Central

The SEO-ODL was on leave in June, July and part of August. The monitoring of the QUESTT activities will be done in the second week of September when schools re-open when she is sure that teachers will be found in schools. The former POC assisted by monitoring Lusumpuko Community School.

h. Luapula

The SEO-ODL intended to monitor schools which were funded under the small grant scheme but since the project vehicle was brought back to Lusaka at the end of June the SEO-ODL had not visited the schools to find out the situation. He did not have the latest information on the two schools, Musaika and Kasese Community Schools, which received their last allocations in June. He visited Hope for Africa on 24th August and found that the building was at wall plate level.

i. Western

The SEO-ODL monitored a total of ten community schools in Mongu. The purpose was to check on the environment and the projects. It was discovered that the

learning environment had at least improved especially on the completion of the classrooms funded by QUESTT Project.

He also organized training of Headmen and Head teachers in the ten selected community schools in Mongu. The training was attended by 32 members within Mongu and concentrated on the following topics:-

- Participating in school governance
- Budget tracking
- HIV/AIDS awareness
- Advocacy
- Media

The SEO-ODL also attended the training of Radio Listener Group leaders for the OVC Life Skills program which was conducted by the OVC Coordinator. This was conducted in three districts, namely Lukulu, Mongu and Kalabo. The attendance in Kalabo was poor due to poor communication.

The SEO-ODL also conducted training of mentors in the NBTL methodology and lesson preparation in Mongu. Only eight schools were invited, the attendance was one hundred percent. The mentors were happy and highly motivated.

3.2.3 Challenges

The SEO-ODLs reported that they were not able to perform as expected due to

- Poor funding
- Transport - QUESTT vehicles have not been given to provinces yet.
- There were still big numbers of untrained mentors who needed to be trained.
- Newly appointed staff in DODE were finding problems in implementing the QUESTT programs.

3.2.4 Conclusion

The provincial offices are continuing outreach activities actively in three provinces, Lusaka, Western and Luapula, and the new SEO-ODL for Eastern Province is very eager to implement the LTM program. If given resources by the Provincial Education Officer he can also do wonders. In the other provinces lack of funds or transport or the absence of the SEO have prevented the provincial office from providing support to the LTM program.

3.3 Small Grant Scheme

3.3.1 Final quarter activities

Activities under the small grant scheme continued in Central and Luapula provinces during the months of July and August. The contract for the Grants Coordinator ended on July 31 but the National Outreach Coordinator continued to supervise the grants.

The delay in paying the last allocation to the schools was due to the closure of the DEBS account for Mansa District and this money bounced back. The SEO-ODL did not communicate to QUESTT about the closure of the account, until it was discovered later from DEBS that the account was no longer functional. For the Lusumpuko centre, the school committee gave QUESTT a wrong account number and the money was kept in a suspense account for close to two months. The money was retrieved after some intervention from the POC and the Grants Coordinator.

Small Grants Payment done

PROVINCE	DISTRICT	NAME OF CENTRE	MILESTONE	AMOUNT	DATE SENT
Luapula	Mansa	Kabwabwa	2 nd	K2,908,500	6/08/09
Luapula	Kawambwa	Kasese	3 rd	K1,000,000	11/08/09
Central	Kapiri Mposhi	Lusumpuko	3 rd	K2,000,000	6/08/09

It is regrettable that Kabwabwa could not receive its last allocation. However the SEO-ODL has been advised to encourage DEBS to source some money from the Constituency Development Fund to complete the structures. This fund has helped a lot of communities to complete their structures.

There were six schools, whose contract forms were not signed by the CSC the first time the forms were sent to the schools. The QUESTT staff and former POCs assisted to take these forms for signing.

Contract forms signed

Province	District	No. of Centres	Collected by	Date collected
Western	Kaoma Kaoma	Chana Namilongi	Jane Lisuta Jane	17-21 st Aug
Lusaka	Lusaka	Pillar Orphanage Mwitendwa	NOC NOC	10/08/2009
Southern	Kazungula	Kawawa Lunungu	SGS SCO	17 th -21 st August 2009

The former POC for Central Province assisted QUESTT to monitor Lusumpuko Community School, which was the last school to be funded in Central Province. On

20th August, 2009 a meeting was held at the building site in Lusumpuko and members of the community were invited to attend the meeting. The objectives of the meeting were:-

- Review the pace at which the construction of the school was going
- Assign members of the community specific duties in order to speed up the construction of the school.
- Choose a building, Committee

A total of 23 members attended the meeting.

3.3.2 Final report

The grant scheme was established to contribute to the effectiveness and long term sustainability of the IRI centers and community schools using IRI and to improve the learning environment.

The funds were awarded to communities that met the grant criteria requirements all the provinces. Communities were awarded grants based on the strength of their proposals and budget plans. Communities received between ZKW 3,000,000.00 and ZKW10, 000,000.00. A total of 40 communities schools using IRI methodology benefited from the grant facility.

Project performance has been impressive. A good number of communities have completed implementation of their school projects and are now boasting of completed classroom blocks, plastered with concrete floors and roofed with iron sheets compared to the pole and mud, grass thatched structures previously used. Classroom furniture such as desks, chairs and tables have been acquired and learners now sit on desks and not on bare floor or logs.

A total of 40 community schools with a total value of ZKW 363,202,000.00 were approved for funding under the 2007-9 grant scheme in 9 provinces. The table below shows the number of schools approved for funding.

Table 1: Funded schools by province

No.	Province	No. of school/centers	Amount of funds (ZKW)
1	Central	4	40,000,000.00
2	Copperbelt	2	20,000,000.00
3	Eastern	5	41,500,000.00
4	Luapula	4	24,695,000.00
5	Lusaka	4	40,000,000.00
6	Northern	5	44,412,000.00
7	Northwestern	5	45,000,000.00
8	Southern	6	60,000,000.00
9	Western	5	48,000,000.00
	Total	40	363,202,000.00

Table 2: Project Types by province

Province	Construction of school structures	Improvement of school structures	Acquisition of school furniture	IGA	Improve school infrastructure and IGA	Construction of school structure and acquisition of school furniture	Acquisition of school furniture and IGA	Total
Eastern	4	1						5
Western	4		1					5
North-western	5							5
Luapula	1	1				2		4
Northern	4				1			5
Lusaka	1			3				4
Southern	5						1	6
Copper-belt		1		1				2
Central	4							4
Total	28	4	1	4	1	2	1	40

Out of the 40 communities awarded grants, 35 communities representing 87%, have successfully completed milestone 3 activities and have received all the installments in accordance with the terms of their contracts. As indicated above, disbursement of the allocations have not been completed

- Lusumpuko completed milestone 2 activities and has received the second allocation to implement milestone 3 activities.
- Kabwabwa Community School achieved the 2nd milestone and the second allocation was disbursed to the school. However, the transfer did not go through into the school account. Arrangements have been put in place to transfer funds through the PEO's account.

Grant agreements for 3 communities were cancelled because of the following reasons:

- Mocso-Kuomboka Community School in Lusaka undertook an income generating activity to make concrete blocks and sell them. However, it failed to make a profit from the first allocation of ZKW 5,000,000.00 disbursed to their school. The community's record books indicated that inputs such as sand and transport were at a much higher cost which resulted in a loss of about ZKW 2,000,000.00. The community was only able to sell 150 blocks out of the 1,128 blocks they made. This was because the blocks were of poor quality and they had an ineffective marketing plan.
- Two communities failed to achieve the first milestone and produce the upfront contributions. The community at Maiphalile Community School in Central Province failed to mould bricks as their contribution towards the construction of a 1 x 2 classroom block and in accordance with the grant agreement. Kafwaka also failed to achieve the 1st milestone.

The table below gives a summary of the progress achieved by the communities.

Table 4: Summary of achievement

	Status	No. of communities	Percentage
1	Completed tasks under milestone 2	2	5%
2	Completed tasks under milestone 3	35	88%
3	Grants cancelled	3	7%
	Total	40	100%

The major challenge faced by the majority of the communities has been inflation. The cost of materials required for the communities' projects has kept on increasing and now cost far more than was budgeted. This has been compounded by increases in transportation cost and the distances of the communities from the supply centers. This has meant that communities could not purchase all the required materials to complete their projects or has forced communities to readjust budgets so as to purchase the most critical of materials.

3.4 Community Radio Stations

3.4.1 Station Managers Meeting

A meeting for community radio station managers and MoE, chaired by the Community Radio Coordinator was held on August 25 at Tuskers Hotel in Kabwe. This meeting was a follow up of a previous meeting held on November 18, 2008. At the November meeting CRS and MoE had outlined their expectations.

The objectives of the August meeting were:

1. To discuss the future of IRI and other educational radio programs
2. Reach a consensus on broadcasting IRI and other educational programs as part of CRS community service
3. Different roles by MOE and the CRS to foster partnership
4. Sign an agreement which both parties will adhere to in order to pave the way for the educational broadcasts

The meeting was attended by the following:

1. Icengelo - Director
2. ISO FM - Board Chairman
3. Oblate Liseli - Director
4. Mano - Board Chairman
5. Mkushi - Programme Manager
6. Maranatha - Station Manger
7. Maria - Director
8. Mazabuka - Acting Station Manager
9. Mosi O Tunya - Director
10. Yatsani - Director
11. Yangeni - Director
12. CEO - DODE (representing the Director)
13. Controller - EBS
14. Deputy Controller - EBS
15. Senior Producer - EBS
16. COP - QUESTT
17. CRC - QUESTT
18. OVCC - QUESTT

Representation was missing from the following stations: Pasmе, Solwezi and Chikuni. At this meeting attendees received a report on Entrepreneurship training for community radio mangers and a booklet on Community Radio Stations Sustainability.

Discussion

The discussion was opened by the DODE acting Director, Mr. A Mulenga who urged CRS to work with MoE towards achieving EFA and prioritize education. He informed the participants that LTM, which was originally intended for OVCs, has benefitted learners in government schools too. He added that MoE will not be able to

afford to make a commitment or assist financially because of limited funding to the directorate. EBS controller, Mr Lubinda added that DODE owed the national broadcaster ZNBC K700,000,000. He appealed to CRS to view education as a community service. The sentiments did not augur well with CRS managers who strongly felt that the Ministry has to make a commitment either financially or materially in order to show the value of education. Before the CRS could respond, draft agreement papers were passed round showing a schedule of broadcasts to be agreed upon after QUESTT ceases support. A series of comments from CRS showed that it was not going to be an easy task.

Response from CRS

- Yatsani, Maria and Icengelo Agreed that education is valuable and holds great importance and therefore it meant that MoE will have to prioritize and make some form of commitment
- Mkushi, Radio ISO - It was important for MoE to understand that CRS has operational costs
- Icengelo observed that it was apparent that MoE needed to plan carefully and have ample time in order for the directorate to get more funding
- Maria - The Ministry should consider attaching teachers to produce and present educational programs
- Yangeni - Strongly felt it was going to be difficult to continue broadcasting LTM without any form of support from the Ministry. Yangeni added that it was easy to do so with QUESTT because the project had met CRS expectations and were able to share costs
- All stations shared that it was hard to convince any client to come on board and sponsor an LTM program based on its content and listenership
- Mosi O Tunya reminded all that QUESTT had taken the time to visit them months earlier to get their opinion on the continuation of broadcasting educational programmes and the majority of them had agreed to do so. She urged her colleagues to reconsider and give MoE a chance

The above comments prompted the Acting Director to acknowledge that there was a problem with the system and the directorate was trying by all means to liaise with policy makers to improve funding. He gave an example of how community schools received no support initially but slowly are being accepted and converted into government schools. Concerning the radio programs, he appealed to CRS to help in any way possible while the Directorate finds a solution.

QUESTT Community Radio Coordinator reminded CRS of the capacity building, and technical assistance that had been provided to them with a view to helping children access education and based on this, CRS were urged to think of the negative impact that the stoppage of LTM broadcasts will have on its communities. It was therefore suggested that the agreement be made simpler and CRS agree or disagree by signing or not signing the agreement. Nine stations signed and agreed to broadcast grades 1 and 2 from September 2009 through December 2010. ISO and

Mkushi said they had to consult with management before making a full commitment.

3.4.2 Final report

The last meeting held with radio station Managers and Directors on August 25 confirmed that the project had developed a good relationship with the electronic media. Through the partnerships, LTM has become a household name and people demanded for the programmes both on CRS and ZNBC every time there was a disruption. Because of the community embracing LTM, it had so much to do with the decision taken by the 11 stations to continue broadcasting LTM up to 2010. To build the relationship that QUESTT had with these stations, constant liaison was essential because of the way these stations are set up and are dependent on volunteer staff. It was important that QUESTT put training on top agenda as a way of quality assurance and sustainability.

In 2003, the partnership with CRS started as a campaign to give access to education to children of school-going age and other children who had missed the opportunity of education. This campaign that started on a small scale was intensified in 2006. QUESTT in collaboration with MOE partnered community radio stations to target such children in order to set up IRI centres within their communities. By 2009, QUESTT had worked with 14 Community radio stations, in all the nine provinces of Zambia. As a result of their inability to satisfy the requirements of the project, five stations broadcast for a few years only: Lyambai 2003 - 2004, Breeze 2003 - 2005, Mazabuka 2003- 2008, Chikaya 2003- 2008, Mkushi 2007. Towards the end of the project, these radio stations still pledged support for LTM as soon as their stations were running smoothly in areas of management and programming. Breeze, though a commercial station, had the community's interests at heart but it was hard to justify why the station had to be paid more than others for the promotional broadcasts.

Stations like Mosi O Tunya, Mkushi, ISOFM, and Icengelo have pledged to support education and will broadcast LTM because the need has been evident and the impact too much to ignore within individual stations coverage.

3.4.3 Capacity Building

- QUESTT has trained radio producers in production techniques, oriented them on education and given them an understanding of government policies on education. Each year with local and international expertise, radio programming has been designed according to the educational needs and the feedback received from teachers, MoE, learners, community members and other local leaders. Training included annual and on the spot training for radio producers and entrepreneurship training for radio station managers.
- Visits from the radio producers have made communities trust them and made it possible for members of the community to be interviewed. Hearing their voices on radio has motivated them to do more by competing with other communities that seem to be doing more for their IRI schools

- Equipment for recording and on air transmission was procured for stations that were particularly in need. In 2003 - Studio and recording equipment for Chikaya, Breeze FM, Icengelo, Lyambai, Chikuni, Mazabuka, 2006 – Icengelo, Maria - 2007, Oblate Liseli - 2008

3.4.4 Programming

A weekly broadcast *Education for All* that started in 2006 - 2009 is a forum that gave everyone opportunities not only to discuss issues but to take an active role in ensuring that “Education for All” fulfils its meaning. Producers interviewed MoE officials, teachers, learners, community members who included local heads, church and other stake holders. In turn feedback was received from the listeners through walk in interviews, letters, SMS and phone in programmes. To date CRS has produced over 1,700 radio programs as shown below.

Table 1: Programs broadcast

YEAR	Community Radio Stations	# Radio programs produced	LTM Grades Broadcast	Comments
2003 - 2004	Breeze, Icengelo, Chikaya, Chikuni, Lyambai, Mazabuka	252	1, 2,3,4	All stations were broadcasting 1,2 with the exception of Chikuni
2005	Chikuni, Chikaya, Icengelo, Mazabuka, Breeze, Oblate Liseli	252	1,2,3,4, 5	Lyambai was unable to continue due to technical problems
2006	Chikuni, Chikaya, Icengelo, Mazabuka, Mano, Yangeni, Yatsani, Mkushi, Oblate Liseli, Mazabuka, Maria	330	1,2,3,4,5, 6	Chikuni took full ownership of the LTM program
2007	Chikuni, Chikaya, Icengelo, Mano, Yangeni, Yatsani, Maria, Oblate Liseli, Mazabuka, Maranatha	300	1,2,4,6,7	Chikuni has IRI learners sitting for G7 exam
2008	Chikuni, Icengelo, Mano, Yangeni, Yatsani, Maria, Oblate Liseli, Mazabuka, Maranatha, Solwezi FCC	260	1,2,4,5,6,7	Chikaya and Mazabuka stopped broadcasting due to technical problems
2009 to September	Chikuni, Icengelo, Mano, Yangeni, Yatsani, Maria, Oblate Liseli, Maranatha, Solwezi FCC	200	1,2,3,4,6,7	Stations were producing programs with a focus on what has been learnt, achieved and the future of LTM and education in general

3.4.5 What CRS has achieved

- The radio stations have produced programs that change the way people perceive education and make them realize that it is a universal right that every child goes to school
- Over 240,000 children in community schools have benefitted from LTM

- The communities were helped to understand the challenges the MoE face which are hindering many children, especially in rural communities, from getting access to quality education.
- Through radio programs, they came to learn about cost sharing with MoE and what it means. The radio programs have made communities take an active role by mobilizing themselves to identify a building or construct a shelter and find a mentor to teach the children.
- The discussion topics and documentaries that are in line with what is on the ground have helped change people's mindset about early marriage, girls staying at home to do the chores, boys herding cattle or going fishing instead of going to school. Sensitization through radio has minimized such cases.

3.5 OVC Life Skills Program

3.5.1 Program production and broadcasting.

During the quarter, the OVC Coordinator spent two weeks each at Radio Yangeni in Mansa and Radio Liseli in Mongu for the purpose of recording, editing and evaluating radio drama programs. The intensive works saw the recording and editing of 30 drama programs in Icibemba and another 30 in Silozi. The finalized programs are earmarked for use in year 2010. The two stations were also sent 10 year one school programs that were recorded, edited and evaluated through Education Broadcasting Services (EBS). Radio Maria Chipata, Mano Kasama, Mosi o Tunya Livingstone and PASME Petauke received 20 year two school programs, also produced by EBS.

All six partner stations recorded, edited and aired 13 x 30 minutes feedback programs. These local language productions were broadcast to supplement school and drama programs. In the same manner all sites recorded, edited and aired 10 x 15 minutes local language weekly drama programs. An equivalent number of school programs sent to all sites were also broadcast. A total of 60 dramas, 60 school and a further 78 feedback programs were aired in Icibemba for Radios Mano and Yangeni, Chichewa for Radios Maria and PASME, Chitonga for Radio Mosi o Tunya and Silozi for Oblate Radio Liseli. All radio stations repeated the three programs to allow for more pupils and members of the community to follow the proceedings.

Extra programs were broadcast during the Heroes and Unity Day holidays for radio stations in the Eastern Province. At the same time PASME recorded and aired special event dramas to encourage the target community to listen to the three radio programs. A special Voluntary Counseling and Testing program was recorded and aired in the first week of July at PASME, Yangeni and Mosi o Tunya.

All the sites made use of the school holidays by repeating programs, including school based one, ostensibly for the benefit of some community schools. No research was done to monitor the schools that benefited from the arrangement.

In the third week of September, most of the important audio files were archived on the server for storage. With the help of the ICT coordinator, all the programs were left on the computers for the benefit of the respective radio stations.

3.5.2 Monitoring visits

The producers intensified visits to the field for a number of reasons; to inform the target groups about the impending closure of the project, to augment group sustainability plans, to collect data, feedback and success stories, to record sound bites and to bid farewell. 12 zone schools and twice as many groups were visited in Mansa, 15 zones, 25 groups in Kasama, 10 zones and 15 groups in Livingstone, 15 zones and 30 groups in Chipata, 8 zones 16 groups in Mongu while 9 zones and 22 groups were visited in Petauke.

During the period under review there were some positive fluctuations in the number of radio listener groups. This followed massive one day training workshops conducted for all sites, which were attended by well over 2000 listener group leaders. The following are active radio listener groups working with our partner radio stations:

Radio Maria, Chipata	260
Radio Mano, Kasama	245
Radio Liseli, Mongu	155
Radio Yangeni, Mansa	165
Radio PASME, Petauke	160
Radio Mosi o Tunya, Livingstone	145
Total	1030

Each active group has some members who were trained in the psychosocial needs of their OVC, sustainability of their groups and how to follow the Life Skills programs.

During the field visits some of the impacting feedback included:

“Our Family has helped us on how to effectively care for orphans and vulnerable children. This program has left a lasting impression on the entire population under Radio Mosi o Tunya.” Izron Musokotwane, Royal family member and ward Councillor for Musokotwane Zone, Livingstone.

“We are proud to be associated with a program that is transforming the lives of the OVC on one side and the parents on the other side. My orphanage has greatly benefited from *Our Family* program.” Pastor Mwela, Mapalo Orphanage Director, Mansa.

“Most people find it very hard to accept their HIV status. Thanks to programs on Radio Maria, the situation in the villages that listen to Maria is different. We have some dozens of villagers who are now not ashamed of their status. Please continue broadcasting such programs.” Falesi Mbewe, caregiver, Dzuwa Listener Group - village, Chipata

“Our children have been properly schooled to the effect that they engage us their fathers on issues of child labor. I feel great to have such bold children. My children talk highly about the *Our Family* program and I do believe them because I also enjoy the programs.” Postani Banda.

“This program has changed the mentality of my pupils. We enjoy the inter activeness.” Likezo Muyinda, Teacher Mongu

“The radio station will definitely continue broadcasting such wonderful material to the community at large. The response has been phenomenal.” Paul Chileshe, Radio Mano.

3.5.3 Training

The chairperson and secretary of each listener group were trained in the previous quarter. The training involved 2066 participants broken down as 864 males and 1202 females. By the time of compiling the last quarter report Kasama had not sent some information on trainings. The total number trained has gone up to 2166 after an addition of 60 female and 40 male participants from Northern Province.

3.5.4 Material distribution

As reported in the last quarterly report 3500 year two teacher guides were distributed, with a balance of 1500 in reserve. The balance has been distributed to partner radio stations, their Provincial Education Officers and Education Broadcasting Services Lusaka. The guides will be used by teachers as they follow the programs in the coming year.

The inventory for each partner site was updated for eventual handover of assets to partner radio stations. Each radio station has received a motorbike, a computer and printer, a digital recorder and office furniture.

3.5.5 Meetings

The Coordinator attended two of the three USG OVC forum meetings held during the quarter, at CRS and Kara Counseling while missing the final meeting slated for Wednesday 22nd September 2009 at CETZAM.

Three members from Eastern and Luapula provinces took part in training on the management of Early Childhood Development Centers and Integrated Approaches for School Heads. The training was run by Project Concern International, from 21 to 26 September at Kapingila House. Mapalo Community and Don Bosco Schools of Mansa and Rejoice ECD of Chipata sent representatives. Prior to this training the same members attended an ECD methodologies workshop at the same venue from 16-21 August with the same sponsors. The trio has been empowered to pass on information to other groups in their respective provinces.

All producers attended local District AIDS Task Force meetings in their districts while some of them took part in Provincial Citizen Economic Empowerment orientations.

3.5.6 The future

The closure of the project might have an effect on some partner radio stations, especially those with weak financial bases like PASME in Petauke.

None of the six partner station received a positive response from US Embassy over the Embassy Small Grants Scheme.

On a positive note all the partner radio stations have agreed to continue running the OVC programs in the coming term and year despite the closure of the project. The OVC Life skills programs will continue being aired at the partner radio stations until the end of 2009.

The evaluation of USAID educational projects found that the OVC Life Skills program is provocative, useful and effective for the target communities and has recommended that it should continue.

3.6 Teacher Education

3.6.1 *Fastele! Fastele!* radio program for teachers

The program has not been running since February 2009. From the verbal discussion with the acting Principal Education Officer (in-service), Ms. Esva Chizambe, it was learnt that TED had budgeted for airtime for the program to run. However, the activity was removed from the work plan due to insufficient funds. Teacher Education was planning to re-visit the activity and give it a different name that will reflect teacher professionalism, instead of *fastele! fastele!* She stated that Teacher Education plans to review the program and improve upon it.

So far, since 2006, QUESTT project, working with Ministry of Education and Education Broadcasting services has financed the designing and production of **110 programs**.

3.6.2 Sample Science Lessons for grades 5 to 7

In this quarter Ministry of Education officials and ZICs were trained in the use of Sample Science Lesson Plans for Grades 5-7 in Luapula and Northern provinces.

The national training team comprised Mr. S. Hikaula from Curriculum Development Centre, Mr. B. Banda from National Science Centre, Mr. G.B. Chola from Teacher Education Unit and Mr. F.K. Sampa from QUESTT. Preparation of the National team as trainers of trainers took place in Lusaka at National Science Centre from 6-7 August 2009. The team prepared adequately by coming up with a program of activities, going through the training manual, Science booklet and DVD.

The main objective of the training was to equip ZICs with skills to train teachers at the zone centers in the use of sample science lessons for Grades 5-7. The training focused on how ZICs should:

- Help teachers to develop learner-centered lessons in science
- Develop skills in the teachers to identify and use locally available resources to support the teaching of science
- Encourage teachers to use the science kits that were in schools
- Use the lessons demonstrated on DVD or demonstrate lessons that were based on interactive learning and built on learners' experiences
- Encourage and demonstrate the use of graphs, charts, models, real objects and approaches such as field trips, discovery methods, etc...

In total 12 Ministry of Education officials (2 females; 10 males), 11 Teachers' Resource Centre Coordinators (4 females; 7 males) and 93 ZICs (21 females; 72 males) were trained as trainers in Sample Science Lesson Plans for Grades 5-7.

The following are the categories of the participants who attended the training workshop:

Category:	Luapula province		Northern province		Total:
	Male	Female	Male	Female	
Ministry officials	6	1	4	1	12
Teacher Resource Centre Coordinators	3	3	4	1	11
Zone In-service Coordinators	40	15	32	6	93
Totals:	49	19	40	8	116

The following materials were issued to districts for training ZICs as trainers and for training teachers at Zone Centre Schools. At the end of training of trainers, ZICs took away Science booklets, DVDs, training manuals and other materials so that they use them at Zone Centre Schools to train Grade 5-7 teachers.

Materials:	
Sample Science Lesson Plan Booklets for grades 5-7	735
Training manuals	207
Science DVDs	100
Flip charts	196
Writing pads	684
Markers (98 packets x 10)	980
Pens	684

The training was very interactive. The facilitators used discovery/investigative approach to find out how ZICs (teachers) planned their lesson plans. This was done by asking them to prepare lesson plans on any topic for grades 5-7. The lesson plans were then displayed, and through presentations and plenary discussion, participants identified the strengths and weaknesses of each lesson plan. The discussion focused on developing an interactive learner-centered lesson, use of local resources and items from the science kit and creativity by teachers.

Thereafter, participants were asked to again work in groups and improve on their lesson plans. Facilitators presented what constituted a good lesson plan by emphasizing on the differences between a teacher-centered lesson or lecture and a learner-centered lesson. The notes in the Science Manual were used to strengthen this. Better lesson plans were presented during the plenary session.

This was followed by showing three demonstration lessons that were on DVD. The lessons were also discussed by participants on ways of improving the lessons or how the same lessons could be taught in different ways.

Lastly, the participants worked in groups to develop other grade 5-7 lesson plans. Since participants earlier on had chosen straight forward topics such as the digestive system, human body, solar system, etc... Facilitators now decided to give them Science topics related to Physics, Geography and Chemistry which many teachers avoided teaching. The lesson plans were discussed and improved upon. The groups used their lesson plans for peer teaching. Each lesson taught was discussed.

Successes of the training:

1. The facilitators used the discovery approach that made participants realize the missing ingredients that should ensure developing learner-centered lesson plans
2. There was a lot of creativity in developing lesson plans for presentation and peer teaching during the training workshop.
3. The participants took the training seriously without any absenteeism or any form of indiscipline.
4. The participants shared facilitation skills that they will be able to use when they train teachers in their zones.
5. Zone In-service Coordinators acquired skills for demonstrating effective learner-centered lessons in case they were not able to use the demonstration lessons on DVD.
6. Ministry of Education officials who were participants encouraged Zone In-service Coordinators and helped to clarify issues during training.
7. Provincial Education Officers sent representatives to officially open and close the training workshops.
8. The materials and funds provided by QUESTT Project were sufficient for conducting the training workshop.

Challenges of the training:

1. Lack of funds to conduct training for teachers in Sample Science Lesson Plans in Zones
2. Lack of facilities at most of the zone centre schools for using DVD for training
3. Lack of transport to enable ZICs to move from school to school to conduct trainings
4. Northern province requested for more support to train ZICs from the remaining 8 districts in the province

3.6.3 ZATEC by distance learning for Community School Teachers

In this quarter follow ups were made to Colleges of Education on activities that were conducted in view of the directive from Teacher Education to continue monitoring the students and giving assignments. The following were the responses given by Coordinators:

College:	Monitoring:	Assignments:	Teaching practice	General comment
Malcolm Moffat:	No funds to monitor students	Results compiled for ECZ	To be submitted to ECZ in Oct. 09	Work completed as per schedule
Mansa	Monitoring those able to reach	Results compiled for ECZ	To be submitted in Oct. 09 with other results	Will complete on schedule
Kitwe	Aiming to monitor all students but insufficient funds	Results compiled for ECZ	To be submitted to ECZ in Oct. 09	Hope to complete all work by Oct. 09
Chipata	No funds to monitor again	Results compiled for ECZ	To be submitted with TP results by end of this year	All work completed

College:	Monitoring:	Assignments:	Teaching practice	General comment
Kasama	Continued to monitor students	Results compiled for ECZ	To be submitted to ECZ in Oct. 09	Will complete on schedule
Mongu	Able to monitor some	Results compiled for ECZ	To be submitted to ECZ in Oct. 09	Working hard to complete. No funds
Solwezi	Able to reach and monitor some students	Results compiled for ECZ	Difficult due to lack of funds Aiming to submit to ECZ in Oct. 09	Hope to complete
Mufulira	No funding for monitoring again	Results compiled for ECZ	To be submitted to ECZ in Oct. 09	Hope to complete

The following are the results of the Community School students that sat for the final examinations in November 2008:

College	CS candidates	Passed		Referred		Failed		Absent		Percentage pass
		M	F	M	F	M	F	M	F	
Chipata	58	15	1	17	7	13	4	1	0	28%
Kasama	24	4	0	17	3	0	0	0	0	16.7%
Kitwe	68	8	6	19	21	6	8	0	0	21%
Malcolm Moffat	45	12	8	10	6	4	4	1	0	44.4%
Mansa	62	13	2	23	7	7	10	0	0	24.2%
Mongu	53	0	0	20	19	7	6	1	0	0%
Mufulira	43	7	4	11	7	6	8	0	0	26%
Solwezi	64	9	1	27	27	0	0	0	0	17.2%

Summary results for ZATEC Community School teachers

Total CS candidates	Passed		Referred		Failed		Absent	
417	90	21.6%	241	57.8%	83	20%	3	0.7%

3.7 Monitoring and evaluation

3.7.1 Enrolment Data Management

The decision was made to collect enrolment data only from community schools this year and rely on the EMIS data for government schools using LTM. The data on GRZ schools will therefore only be available after the end of the project. Enrolment data for the community schools using IRI has been collected from all the 72 districts. A total of 1,693 schools have been recorded and entered as community schools using LTM or IRI centers in all the provinces. The majority of IRI centers have now registered as community schools. 1,433 of schools and centers are located in rural and remote settings while 260 are found in the urban and peri-urban areas. The final figure for IRI learners in community schools is 247,100 learners, with 124,188 female and 122,912 male learners, of whom over 30% are orphans. The number of community school teachers using LTM is 4,028, of whom 1,462 are female and 2,566 are male.

The Statistical Report for 2009 will be circulated with the Quarterly Report. The main figures from the report are attached at Appendix A

3.7.2 IRI Monitoring

The data collection for the 2009 monitoring of IRI community schools was completed in the last quarter. The analysis of the data was completed during this quarter and the report prepared. It is being circulated with this report.

55 schools in 21 districts were sampled and 45 lessons observed. The monitors found that 91% of the teachers observed had prepared their lessons, and 76% conducted pre-broadcast and post-broadcast activities. There was interaction between the teacher and the learners in 76% of the lessons. This would seem to indicate that three-quarters of the teachers are conducting the IRI lessons in the proper way.

There was a shortage of radios and mentor's guides. 89% of the schools had at least one working radio, but only 42% of the schools had mentor's guides in all the classes. There seems to have been a slight improvement in radio reception since 2008, with 35% of the schools reporting very good reception and 49% fair reception this year as compared to 30% very good in 2008.

4. Special Events

From July 5 to 14, COP and CRC were in Washington to attend the EDC summit and have further discussions with the International Development Division of EDC. They led a session on working with community radio stations and participated in sessions on audits and financial reviews, early childhood and regional programs. They visited the office of Senator Arlen Specter with the Basic Education Coalition to brief one of the senator's aides on the support needed for education in Zambia. They also had a meeting on Early Childhood programs at the World Bank

A final debriefing for Mr Malubila, POC Central Province, and Mr Mambwe, SEO-ODL Luapula, was held on July 30 to 31. A farewell function for them and the other staff leaving was held on July 31.

A farewell function was held at the COP's house on August 31 for staff leaving at the end of August.

A final debriefing for the OVC Life Skills producers was held on September 17 and 18.

Two EDC head office staff from Washington visited Zambia to assist with the closing of the project. Lisa Easterbrooks visited from August 25 to September 5, while Barbara Harmon visited from September 17 to October 2.

5. Staffing

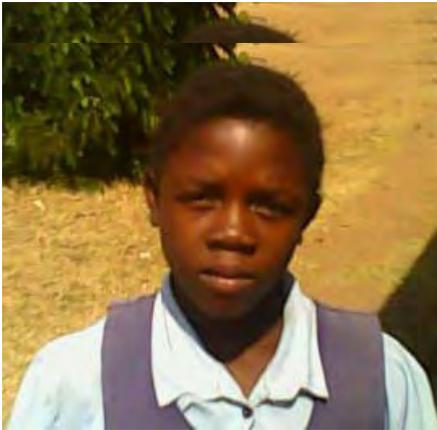
Project staff left the project as follows:

Malubila, Emmanuel	POC Central Province	31-Jul-09
Muleya, Hitler	Grants Coordinator	31-Jul-09
Zulu, Patricia	Office Orderly	31-Jul-09
Sitenge, Gift	Data Analyst	31-Jul-09
Shakafuswa, Miriam	Community Radio Coordinator	31-Aug-09
Chiyangwa, George	Driver	31-Aug-09
Kaoma, Godfrey Mwale	Driver	31-Aug-09
Sampa, Francis	Teach Education Coordinator, DCOP	31-Aug-09
Mubiana, Francesca	National Outreach Coordinator	31-Aug-09
Lungu, David	M& E Coordinator	31-Aug-09
Chikonga, Carol	Accounts Assistant	31-Aug-09
Lindunda, Lukonga	IT Coordinator	30-Sep-09
Nkonde, Jezzy	Driver	30-Sep-09
Phiri, Peter	Driver	30-Sep-09
Zulu, Agnes	Office Administrator	30-Sep-09
Sinkala Audrey	Finance and Administration Manager	30-Sep-09
Chitalu, Godfrey	OVC Life Skills Coordinator	30-Sep-09
Banda, Cuthbert	OVC Life Skills Producer	30-Sep-09
Tembo, Norman	OVC Life Skills Producer	30-Sep-09
Kanyembo, Donald	OVC Life Skills Producer	30-Sep-09
Daka, Paul	OVC Life Skills Producer	30-Sep-09
Phiri, Francis	OVC Life Skills Producer	30-Sep-09
Patricia Mwiya	OVC Life Skills Producer	30-Sep-09
Rhoda Lungu	OVC Life Skills Producer	30-Sep-09
Trewby, Richard	COP	28-Sep-09

Norman Tembo, the OVC Life Skills producer attached to Radio Maria, had a serious accident on his motor bike returning from Chadiza to Chipata. He suffered a broken femur and had to be transported to the Italian Orthopaedic Hospital in Lusaka to have it set. The treatment was successful but he will be receiving treatment for another six months.

6. Success stories from the OVC Life Skills program

Petauke: Radio program saves 15 year old from forced marriage



The Petauke Producer received a letter from Lusungu Listener Group which is near Mwambulazumba Basic School. A young orphaned grade 7 girl was about to be forced into an arranged marriage. The guardian grandparents of Rosemary Lwiindi, a grade 7 pupil at the school were thwarted in their move by our radio drama. On 5th May 2008, the drama aired on Radio PASME moved the members to intervene. The grandparents were approached and the girl saved from a marriage that was to take place in few days. The 15 year old girl has now gone back to

school. She was repeated into grade six due to her prolonged absence.

When the Petauke producer visited Kalulu listener group in Chingolo area, he was told an encouraging story by the secretary of the group, Mr. Moses Mumba. The group is rearing village chickens in order to support school going orphans in their area. So far they have supported five orphans with educational materials like books and pens. The children supported are members of the listener group. He also spoke to the beneficiaries, who showered praise on the radio programs for igniting their guardians for action. The group decided to do start support to some orphans during their discussion sessions after listening to our family programs from PASME radio

Mansa: Vegetables to the rescue

Mulenshi is situated in Lukakula village in Chief Kalasa Lukangaba's area 7 kilometers from main Town Mansa and within earshot of radio Yangeni, QUESTT partner.

The group christened Mulenshi was established in 2000 by women whose main focus was to empower themselves through an umbrella body called Mansa District Women Development Association

It started with 10 women but now boasts of 13 men, 16 women and 26 Orphans and



Vulnerable Children. On 28th November 2008, the chairperson of the group Ms. Cecilia Lubungo was trained in Our Family programme. After the training Ms. Lubungo oriented group members on the importance of sustaining her group. She took an extra mile and approached the village Headman and explained to him about Our Family program, its objectives and the importance of groups having IGAs. The Producer was

invited for a meeting so that the Headman could get first hand information from her.

Chipata: Woman inspires others

A 32-year-old mother living over 100 kilometers northwest of Chipata has formed 24 radio listening clubs to improve the situations of Orphans and Vulnerable Children (OVC) and the caregivers that look after them.

Nelia Zulu said she was inspired to form the groups after listening to a radio broadcast on Radio Maria, the local community radio station, which talked about discrimination against orphans.

Nelia travelled by bicycle from one village to the next in the remote area of Maziatuba, Chipangali that she calls home. She informed people of the existence of the programmes and talked with them about the need to make changes in attitudes towards OVC.

To date she has mobilized around 500 people, mostly women, in 24 communities. These people have formed listener groups who listen to the OVC radio programmes and discuss the issues presented.

Nelia Zulu's dependant

The programs have a direct effect on the lives of Orphans and vulnerable children.

"I like the programmes because they deal with issues that affect all of us in our communities," said the mother of two. "For instance, I am keeping four orphans and when it came to sharing things among family households, I would start with my own children, leaving out the orphans."



With the groups, she notes, members are able to advise each other on various issues concerning OVCs that they learn about from the weekly broadcasts.

She said: "We take up the lessons beyond what is dramatised on radio and the discussions and try to encourage each other to practice what has been taught."

Before the programme was introduced, said Nelia, some families sent orphans to the fields while their own children would be in school. As a result of sensitisation through the radio programmes, this situation is now changing for the better. Nelia observed that because people are now talking about these issues, their attitudes towards orphans have changed.

Mongu: Drop outs taken back to school

Malengwa Township is one of the most densely populated semi organized dwelling places in Mongu, the provincial capital for Western Zambia. Most residents eke out their living from contract jobs in small time farming and are generally below the poverty line. Like most townships in Zambia, it has a fair share of OVC and street children.



Moyo Listening group is one of the active groups found in the township. The group has a dozen plus members, mostly women. It also has some young OVC eager to learn one or two things and waiting for

beneficial effects.

Members of the group with beneficiary OVC

After members of the group listened to 'Our Family' Radio Drama on Interpersonal Relationships and Empathy, they discussed what they learnt and were compelled to act on some of the challenges that some members of the group were facing.

The group identified the needs of some orphans and vulnerable children in the community and decided to help. The group approached a business man in Mongu to help in sponsoring some children that were unable to meet costs of school fees. With assistance of the named business man, the group has managed to take five OVC back to school.

In addition, the group also started gardening tomatoes which they can later sale to help the orphans and vulnerable children in their community with school requisites. They hope to expand their garden by planting other vegetables in future.

One of the children's parents Mrs. Febby Kubangu, a widow, expressed her thanks to QUESTT saying if the programmes had not been aired, her child Mafo Chinyama would not have managed to get back to school. Mafo qualified to go to grade 8 but did not have sponsorship. She is now back at Malengwa Basic.

APPENDIX A: Enrolment data for IRI in community schools

Learners by province

Province	Total Number of districts	Number of districts submitted Enrolment Data (June 2009)	Number of IRI schools submitted Enrolment Data (June 2009)	Number of learners in IRI Schools (May 2009)		
				Male	Female	Total
Central	6	6	311	24,833	25,190	50,023
Copperbelt	10	10	113	6,685	6,940	13,625
Eastern	8	8	246	15,958	16,285	32,243
Luapula	7	7	147	10,587	10,036	20,623
Lusaka	4	4	220	23,348	24,898	48,246
North Western	7	7	152	9,203	9,073	18,276
Northern	12	12	239	15,080	14,315	29,395
Southern	11	11	175	12,200	12,287	24,487
Western	7	7	90	5,018	5,164	10,182
Total	72	72	1,693	122,912	124,188	247,100

Orphans status of learners in IRI community schools

Province	Orphan Status of Learners						
	Single Orphans			Double Orphans			
	Male	Female	Total	Male	Female	Total	Total
Central	5,109	5,078	10,187	2,757	2,807	5,564	15,751
Copperbelt	1,383	1,460	2,843	975	1,123	2,098	4,941
Eastern	2,688	2,615	5,303	1,518	1,633	3,151	8,501
Luapula	1,871	1,822	3,693	1,094	1,170	2,264	5,957
Lusaka	6,484	6,945	13,429	4,072	4,156	8,228	21,657
North Western	1,239	1,153	2,392	592	561	1,153	3,545
Northern	2,173	2,126	4,299	1,236	1,305	2,541	6,840
Southern	2,014	1,889	3,903	782	824	1,606	5,509
Western	1,093	1,127	2,220	511	524	1,035	3,255
Total	24,054	24,215	48,269	13,537	14,103	27,640	75,909

Teachers in IRI community schools

Province	Teachers			Age of Teacher						
	Male	Female	Total	<20 years	20-30 years	30-40 years	40-50 years	>50 years	Unknown	Total
Central	354	176	530	4	144	123	60	35	164	530
Copperbelt	117	129	246	1	109	77	44	15	-	246
Eastern	464	209	673	9	387	171	71	35	-	673
Luapula	268	93	361	4	178	103	57	18	1	361
Lusaka	340	405	745	14	380	230	75	46	-	745
North Western	197	86	283	2	191	78	11	1	-	283
Northern	397	98	495	6	230	145	87	27	-	495
Southern	296	165	461	1	213	165	59	23	-	461
Western	133	101	234	4	117	60	35	18	-	234
Total	2,566	1,462	4,028	45	1,949	1,152	499	218	165	4,028

Learners by age and province

Province	Age of Learners					
	< 7 years	7-10 years	11-14 years	15-18 years	> 18 years	Total
Central	3,610	21,560	17,091	6,998	764	50,023
Copperbelt	1,521	6,944	3,718	1,052	390	13,625
Eastern	2,596	15,255	9,697	3,927	768	32,243
Luapula	1,560	9,660	6,289	2,622	492	20,623
Lusaka	2,946	19,264	18,530	6,971	535	48,246
North Western	1,225	9,914	5,309	1,682	146	18,276
Northern	2,087	15,136	9,200	2,679	293	29,395
Southern	894	12,289	8,253	2,487	564	24,487
Western	646	5,150	3,259	937	190	10,182
Total	17,085	115,172	81,346	29,355	4,142	247,100

Schools by location, school type and province

Province	Location			Type of school		
	Rural	Urban	Total	IRI centre	Community school	Total
Central	280	31	311	16	295	311
Copperbelt	44	69	113	16	97	113
Eastern	241	5	246	55	191	246
Luapula	146	1	147	16	131	147
Lusaka	93	127	220	18	202	220
North Western	147	5	152	-	152	152
Northern	237	2	239	33	206	239
Southern	162	13	175	46	129	175
Western	83	7	90	13	77	90
Total	1,433	260	1,693	213	1,480	1,693