FINAL REPORT

ZAMBIA'S INTERACTIVE RADIO

INSTRUCTION PROGRAM

690-A-00-03-00096-00

Submitted to USAID/Zambia

DECEMBER 2004

by the Education Development Center Inc.

TABLE OF CONTENTS

List of Figures

List of Tables

APPENDICES

LIST OF ACRONYMS

BOCS	-	Buyantashi Open Community Schools
CDC	-	Curriculum Development Center
CRS	-	Community Radio Station
CSO	-	Central Statistical Office
DEBS	-	District Education Board Secretary
DFID	-	Department for International Development
DHS	-	Demographic Health Survey
DIP	-	District In-service Provider
DODE	-	Directorate of Open and Distance Education
EBS	-	Educational Broadcasting Services
ECZ	-	Examinations Council of Zambia
EDC	-	Education Development Center
EFA	-	Education for All
EMIS	-	Educational Management Information System
FPE	-	Free Primary Education
GRZ	-	Government of the Republic of Zambia
HHZ	-	Harvest Help Zambia
IRI	-	Interactive Radio Instruction
IRLC	-	Interactive Radio Learning Center
LAN	-	Local Area Network
MOE	-	Ministry of Education
NBTL	-	New Break Through to Literacy
NGO	-	Non Governmental Organization
PCI	-	Project Concern International
PCV	-	Peace Corp Volunteer
POC	-	Provincial Outreach Co-ordinator
PRP	-	Primary Reading Program
PUSH	-	Peri Urban Self Help
ROC	-	Read On Course
ROCS	-	Reformed Church Open Community Schools
SEO	-	Senior Education Officer
SITE	-	Step In To English
TA	-	Technical Advisor
USAID	-	United States Agency for International Development
ZATEC	-	Zambia Teacher Education Course
ZBEC	-	Zambia Basic Education Course
ZCSS	-	Zambia Community Schools Secretariat
ZIP	-	Zonal In-service Provider
ZOCS	-	Zambia Open Community Schools
ZNBC	-	Zambia National Broadcasting Corporation

EXECUTIVE SUMMARY

In 2000, an estimated 800,000 children of school-going age in Zambia were not accessing basic education due to a variety of factors. About 23% of children under 15 years in Zambia had lost one or both parents due to HIV/AIDS, which forced many of them to drop out or not commence their schooling. Many more children could not afford to attend school because of poverty, long distances, lack of sufficient places in schools, etc.

This situation caused considerable concern to the Ministry of Education (MOE). Due to its commitment to meeting its Education For All (EFA) goals and ensuring that every Zambian has access to basic education, the MOE decided to introduce the Interactive Radio Instruction (IRI) Program for out-of-school youth in 2000 through its Educational Broadcasting Services (EBS) department to increase access to good quality basic education. The Education Development Center (EDC) was contracted to assist the MOE in training EBS staff to write and produce IRI lessons.

The IRI initiative, which targets orphans and vulnerable children, is a shared effort between communities and the MOE to ensure that every Zambian has access to basic education, whatever their circumstances. The MOE provides the means to learn while communities manage the learning**.** They identify a volunteer mentor, determine how to support the mentor, provide a venue for learners and provide a radio or board for the centre. Since inception of the program, many communities have managed to meet their basic obligations despite their poor socio-economic conditions.

EBS chose a setting that would resonate with learners throughout Zambia and named the IRI series "Learning at Taonga Market". The program covers Zambia's basic school curriculum for Grades One to Five in Literacy and English language**,** Mathematics**,** Science and Social Studies and Life Skills and HIV/AIDS.

The IRI program was piloted in 21 centers with 1,254 learners in Lusaka and Southern provinces in 2000. The pilot was successful in demonstrating that children learning through the radio attained considerable learning gains in language and mathematics. The MOE subsequently voted to take the program to scale in all nine provinces in 2001.

The demand for the program has grown steadily since inception. When the program went to scale in 2001, there were 169 IRI centers reaching 7,782 learners. In 2002, the number of centers grew to 369 with a total registration of 14,083 learners. In the same year, government declared universal free primary education resulting in a considerable surge in enrollment in government schools. However, despite free education, issues such as long distances, lack of sufficient places in schools and learner's obligations at home continued to plague the system keeping many learners away from school. In fact, according to the MOE's estimates, over 600,000 learners of school going age were still

not accessing schooling in 2003. Hence, demand for IRI continued and in 2003, there was a total of 516 centers (including 88 community schools) reaching 22,763 learners. By 2004, the number had grown to 647 centers and 38,513 learners, exceeding the target of 624 centers set by USAID. Increasingly, the IRI program is being used to improve educational quality in community schools, which lack trained teachers. Government schools too have been using the IRI programs informally, particularly where they have unqualified teachers or want to give support in subjects such as life skills that teachers find difficult to teach.

The program has recorded a number of key accomplishments and achievements. Since inception, a total of 1,360 IRI programs have been written, produced and aired as follows:

- 2000: 100 Grade One programs were produced and aired
- 2001: 200 Grade Two programs were produced and aired
- 2002: 400 programs for Grades Three and Four were produced and aired
- 2003: 165 programs for Grade Five and 150 programs of the revised Grade One series as well as 15 programs of mentor training were produced and aired
- 2004: 300 programs of Grades Two and Three revised series and 30 mentor training programs were produced, Grade Two was aired

The IRI program has achieved considerable results over the last four years, some of which have gone beyond the original expectations of the MOE, USAID, and EDC. "Learning at Taonga Market" is now a household name. Communities should be commended unreservedly for embracing the program and for the commitment and ability of many to sustain centers and mentors, while the MOE must be commended for its commitment in ensuring access to education for all through the introduction of an alternative program. This commitment is demonstrated through the MOE's moral support, secondment of trained teachers to EBS to be trained as scriptwriters and producers as well as its substantial and consistent financial contribution towards airtime, printing of support materials and mentor training. EBS, for its part, has demonstrated an unusual zeal in writing and producing a record number of IRI programs (1,360) over a relatively short period of time while provincial and district MOE offices have provided various kinds of support to outreach and data collection efforts. The following are among the main achievements through outreach:

- Hiring of 11 Provincial Outreach Coordinators to support the MOE in data collection, monitoring of IRI centers and supervising and coaching mentors;
- Establishment of a systematic data collection and management system;
- Systematic monitoring of IRI centers and
- Sensitization and awareness efforts through partnerships with community radio stations, churches, NGOs and other organizations which has led to support for the program

This report presents a brief background of the IRI program in Zambia since inception, with the main focus being on the period of the final contract (March 2003-September 2004) followed by a section on progress and achievements against USAID intermediate results and indicators. Other activities that have contributed to the overall development and success of the program though not explicitly stated in the USAID indicators are also reported.

BACKGROUND

The Ministry of Education's (MOE) National Policy on Education "Educating Our Future" (1996) is committed to creating an enabling environment for a literate and numerate population in Zambia. The government's commitment to achieving Education For All (EFA) cannot, however, be realized by 2015 if basic education is delivered through conventional modes only. It is for this reason that the IRI initiative, commonly known as *"Learning at Taonga Market"*, was introduced to provide a serious alternative to conventional classroom teaching and learning.

"Learning at Taonga Market" is the name of a radio program but it is also the name of a complete learning system which consists of radio programs based on the national curriculum, printed materials and mentor training developed by the MOE and the communities who provide a place for children to learn and the mentor to manage the lessons. The program covers Zambia's basic school curriculum for Grades One to Five in:

- Literacy and English language
- Mathematics
- Science and Social Studies
- Life Skills and HIV / AIDS

Life Skills and HIV/AIDS
Though the MOE did not have a curriculum for life skills and HIV / AIDS when IRI was launched, it recognized the serious nature of the threat posed by HIV / AIDS, and the importance of the role that education must play in the fight against the disease. Since inception of the IRI program, EBS was mandated by the MOE to include life skills and HIV / AIDS education in the IRI lessons.

EBS dedicated a five-minute segment for each half hour lesson for Life Skills and HIV / AIDS. Most of the life skills segments touch on messages that deal with health and hygiene, culture and values, relationships and the social aspects of HIV / AIDS such as behavior patterns that may contribute to the spread of the disease, how to take care of the sick, avoiding peer pressure and developing good self esteem. The goal is to provide children with some of the guidance they need to grow up to be happy, healthy and productive community members. Since some children have lost their parents, the Life Skills messages attempt to fill in some of the gaps in the children's upbringing that the parents' absence creates.

Introduction of New Breakthrough to Literacy

As mentioned above, IRI follows the national curriculum. The original series was based on the Zambia Basic Education Course (ZBEC) which was the official syllabus in 2000. The MOE subsequently changed the syllabus and EBS made a conscious decision to change the IRI lessons. The initial IRI pilot programs were revised in 2003 and 2004 for the specific purpose of accommodating curriculum changes in literacy and improving quality. The new IRI series incorporates all the changes outlined in the new basic education curriculum framework, most notably the inclusion of overt literacy instruction, which was missing in the old ZBEC syllabus. The new IRI programs adapted the content and procedures of the literacy courses, New Breakthrough to Literacy (NBTL) for Grade One, the Step into English (SITE) for Grade Two and the Read On Course (ROC) for Grades Three to Seven. This meant that children learning by radio in Grade One would now be learning to read and write in the familiar local language according to the MOE policy.

Broadcasting

In the first series, EBS followed a two-cycle broadcasting system which covered a grade in twenty weeks and two grades in one calendar year. A grade typically consisted of one or two 30 minute lessons. The broadcast schedule was designed to suit a particular target audience which was originally envisioned to be the older out-of-school youth who were considered 'over age' and could not be accepted into the conventional school system and who needed to complete the primary school cycle as quickly as possible. The programs were broadcast in the morning and re-broadcast in the afternoons to accommodate different circumstances, for example, when the venue was a community hall with other activities and could only be used for IRI activities at specific times. Communities really appreciated this flexibility.

However, as time went on, it was discovered that there was an increasing demand for the program among younger learners of school going age who were not attending regular schools for various reasons. The revised series consists of 150 daily radio programs for Grades One, Two and Three. When revised, there will be an equal number of programs for Grades Four and Five. The new programs are organized following the MOE's school calendar of three terms. Each term consists of 10 weeks of 50 half hour lessons for the learners and one week (5 lessons) of mentor / teacher training.

This allows EBS to make a shift from broadcasting two cycles of 20 weeks each year covering two grades per year to two broadcast options: one following the school calendar and broadcasting one half hour lesson per day and another following the old two-cycle system and broadcasting two half hour lessons per day. The advantage of this is that it gives communities an opportunity to choose a system which will work best for them. For example, IRI centers in urban areas have been experiencing problems with attendance when government schools are in recess with IRI children also choosing to take a break even when broadcasts are still on. However, rural centers which

typically have older learners appreciate the opportunity to have learners complete two grades within one year.

The programs are aired on Zambia's National Broadcasting Corporation's (ZNBC) Radio 2 and the following community radio stations:

- Radio Breeze (Eastern province)
- Chikaya Community Radio (Eastern province)
- Chikuni Community Radio (Southern province)
- Radio Lyambai (Western province)
- Radio Mazabuka (Southern province)

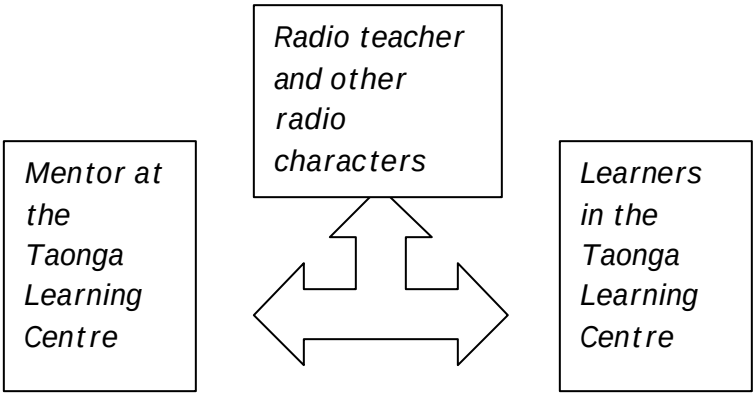
How are IRI centers organized and managed?
The administration of the Taonga Learning Centers illustrates most clearly how the partnership between the MOE, communities, volunteer mentors and learners must operate if children are to learn effectively. Each partner has a vital role to play, but it is the communities who must ultimately manage their centers.

EBS recommends that no more than 40 children participate at a time, and that the learners should be of about the same age and educational level. Communities are required to find more assistant mentors and/or start new centers in cases where numbers are large or age and prior school experiences vary so as to avoid situations where some learners cannot hear the radio or thirteen year-old children are mixed with six year olds, or children who have never been to school are in the same class with children who have dropped out of Grade Four. Mentors are required to keep a register and take attendance daily.

Communities are expected to:
- Support the mentor (in cash or in kind);
- Assist the mentor (e.g. by following up with absent students, encouraging good behavior during lessons);
- Provide a place to meet and seating for learners;
- Help collect local materials for the learning kit;
- Provide a radio, batteries and blackboard for the centre and to
- Visit the centre from time to time.

The Ministry, through EBS is committed to:
- Broadcasting radio lessons everyday;
- Providing training for the mentor;
- Developing and distributing a mentor's guide and
- Monitoring the quality of learning in IRI centers, including mentor performance and student achievement.

How does the lesson actually work?
IRI requires that learners participate actively during the radio lesson. The mentor guides and organizes learners to respond appropriately to the radio teacher's and the mentor's instructions. The three-way interaction between the radio teacher and radio characters, the mentor and the learners shown below is critical. Without it, there is no IRI.



The Zambia IRI has used a variety of actors but each series typically consists of four main characters: the radio teacher, two radio children who are mostly used to model and Ambuya, the grandfather character who generally assists the radio teacher and guides the learners in the life skills lessons. Other characters such as Kalulu the hare who bumps into everything and needs lots of help from the children, Mphavu the elephant, who shakes the sentence tree and Katyetye the parrot who repeats everything she hears are brought in to reinforce difficult concepts and spice up the lessons.

Learners are required to listen attentively and respond actively to different activities many times during the broadcast. Implicit in each lesson are teacher training strategies that are designed to set the mentor up for success, for example, the radio actively participates in organizing the class during the lesson by calling children to the front, asking children to work in pairs or small groups, work as a whole class, to point to objects, to search for objects, etc. In addition, the lessons make a point of reviewing and reinforcing skills and concepts taught in earlier lessons and suggesting activities for *before and after* the broadcast.

The IRI Mentor
The mentor is a volunteer teacher, from the community, selected by the community. He / she is generally a Grade 12 graduate and is supported by the community, usually in kind, sometimes in cash. The mentor is the link between the radio and the children and between the learners and the community. The radio alone can't teach effectively. The mentor must set up the centre before the lesson, lead every lesson by guiding the

learners and managing the activities, and follow up after the radio lesson has concluded.

So the mentor is both essential and influential. If the mentor creates a happy learning environment, the children are usually positive and eager to learn.

IRI mentors typically get a three-day training during which they are encouraged to teach as they would like to be taught, rather than model their behavior on how they were taught. Among other things, they are taught to:

- Mix freely with the learners and ensure they move around frequently;
- Encourage learners to interact with the radio teacher and to follow instructions;
- Help learners when they have difficulty or when they are slow and need to catch up;
- Involve EVERY child and especially treat boys and girls equally;
- Prepare for each lesson by reading the mentor's guide before the lesson begins and preparing any blackboard drawings or other materials using local resources and
- Handle and take care of the radio.

Support materials:

Each mentor gets a mentor's guide to support the radio lessons. The guide is the mentor's daily link to the radio broadcasts and assists the mentors in three ways: first, it reminds them of what they learn during the IRI training, second, it tells them what is going to happen in every lesson and what they will need to prepare and how to prepare it and third, it is a resource that provides them with the words of all the songs, descriptions of some songs, instructions for making simple teaching tools such as puppets, explanations to difficult concepts especially in Mathematics and most importantly, it clearly lays out after broadcast activities. Since air time has to be used economically to present new concepts and model activities, it is essential that mentors follow up with the post broadcast activities in order to give the learners a decent chance to learn.

Taonga Learning Centers are assisted by the MOE as much as possible with the provision of readers, chalk and exercise books but they are mostly supported by communities, churches and well-wishers.

Mentors are encouraged to use other materials, especially those based on simple things that can be found in every community. They may not have thought of them as teaching materials. But they can be if they are used imaginatively. Mentors are asked to get the children and willing community members to help collect them in order to make a "Mentor's Kit". The mentor's kit is a collection of teaching materials that is *prepared or collected by the mentor and the learners.* This includes such things as stones, sticks, word cards, number cards, letter cards, shapes (cuttings or real objects), and other teaching aids that can be found locally or can be made from locally prepared materials. The

mentor should use simple materials like paper, pieces of cloth, water and flour, mealie meal, etc. to make teaching aids such as color charts and shapes.

The mentor's kit helps make the lesson more effective by providing the learners with manipulatives that give them an opportunity to practice new skills such as counting, discover new concepts such as sets of objects, and add meaning to concepts introduced on the radio.

USAID INTERMEDIATE RESULTS AND INDICATORS

The purpose of this contract was to support the MOE in increasing access to quality basic education for more learners of school-going age through the interactive radio instruction program.

This section of the report discusses achievements against USAID intermediate results and indicators. While the main focus of the report is the period of the current contract, i.e. March, 2003 to September 2004, it is more meaningful to report certain indicators, such as the growth of IRI centers and enrollment over the life span of the project. The report also covers other activities that have contributed to the overall development and success of the program not explicitly stated in the USAID indicators and illustrative indicators as highlighted in the terms of the contract.

Indicator #1: Number of children enrolled in IRI centers and

Indicator #4: Number of Interactive Radio Centers

In this report, indicators #1 and #4 are discussed together because combining them provides a better sense of the bigger picture. It allows one to see not only the number of centers but also the number of learners in each of the centers.

The demand for IRI has grown steadily since inception of the program in 2000. From 21 centers in two provinces and 1,254 learners, the total numbers by the end of the contract, on September 30th 2004 stood at 647 centers and 38,513 learners.

In 2001, when the program went to scale in all nine provinces, the MOE reported an increase of IRI centers from 21 to 169. EBS tasked MOE officials with identifying communities that would benefit from IRI and sensitizing them about their roles and responsibilities. Each province was asked to initiate IRI centers in no more than three districts to begin with.

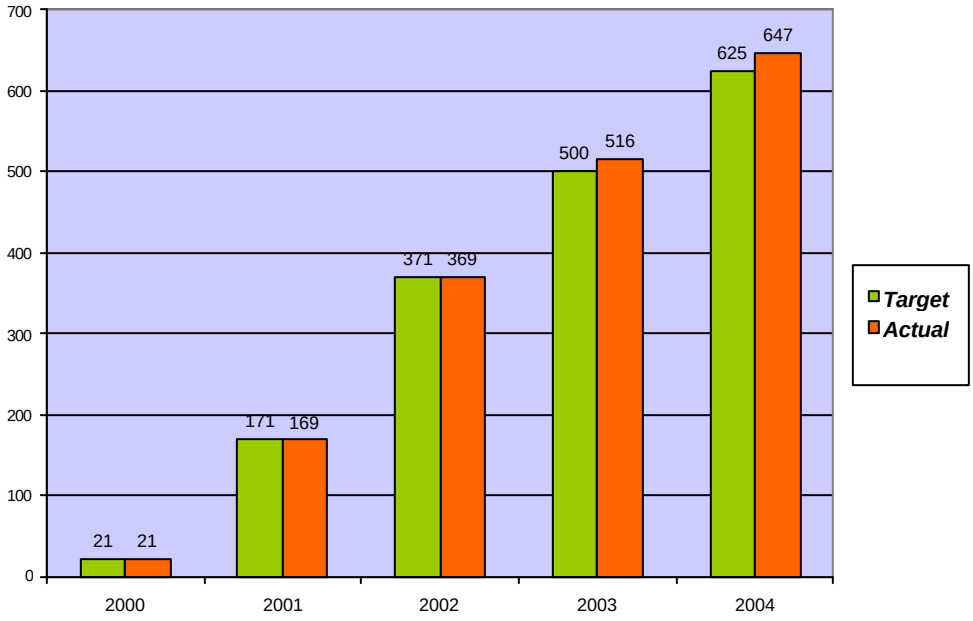
All nine provinces responded positively. The greatest demand was in the pilot provinces, Lusaka and Southern, where 41 and 31 new centers were established in the first year. High demand was also noted in Central and Copperbelt provinces which established 32 and 30 new centers respectively, while Northwestern introduced IRI in 37 community schools.

In 2002, that number grew to 369 centers. In 2001 and 2002, the numbers fell short of USAID set targets by 2. However, EDC was working under certain constraints and

faced numerous challenges in obtaining reliable data which created considerable concern. For example, data trickled in very slowly throughout the year and was not always disaggregated by gender and grade as required by USAID when it got to Lusaka and it was difficult to ask the MOE staff to go back to the field to correct it. EDC at the time was relying on the goodwill of MOE IRI focal point persons who were charged with data collection. However, they were only able to support that part of the program to a point. Many of them shared the challenges encountered in trying to meet the data collection tasks which included lack of transport to reach the IRI centers which are typically in very difficult to reach areas as well as other demands of their jobs as they had many other responsibilities apart from IRI.

In 2003, the first year of the current contract, the MOE accepted EDC's offer to hire Provincial Outreach Coordinators (POCs) who would support the MOE in monitoring IRI centers and data collection. This resulted in more reliable data being collected and verified within the specified timelines. Thus, the number of IRI centers recorded and verified in 2003 was 516 and 647 in 2004, thus exceeding the targets set by USAID by 16 and 22 centers respectively as shown in Figure 1.

Figure 1: Number of IRI centers from 2000-2004



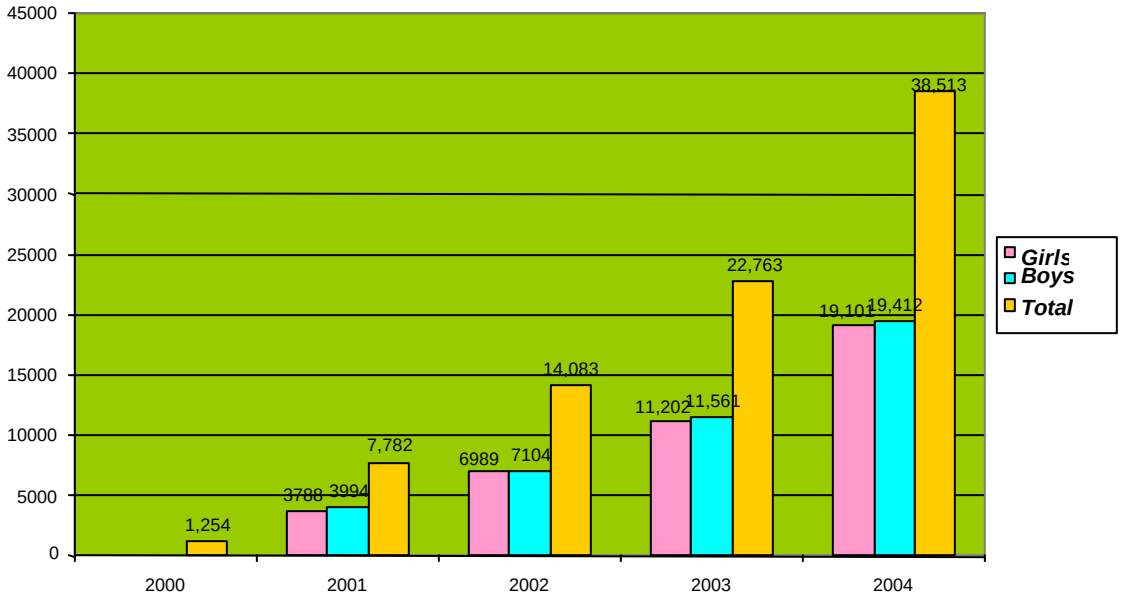
Similarly, the total number of learners has grown steadily since inception. From an enrollment of 1, 254 in the pilot phase, the enrollment rose to 7,782 learners in 2001, almost doubled in 2002 at 14,083 and grew to 22,763 in 2003. Between 2003 and 2004,

the total enrolment for Grades One, Three and Five IRI centers countrywide increased by 69.2% to 38,513 learners who were enrolled in Grades One, Three and Five in IRI centers countrywide as shown in Figure 2 below.

Further, the number of males vs. females has remained fairly balanced over the years. Of the 38,513 learners enrolled in 2004, 19,101 (49.6%) are females and 19,412 (50.4%) are males. Enrollment of girls has increased significantly from 11,187 in 2003 to 19,101 in 2004 representing a 70.7%, while and the increase of male learners from 2003 (11,534) to 2004 (19,412) is 68.1%.

The surge in enrollment is mainly attributed to increased sensitization though POCs, and the hard work of a variety of partners including community radio stations, NGOs, churches and Peace Corps Volunteers (PCVs), which has led to better understanding and demand for the program. However, as discussed below, this increase is mainly at the Grade One level.

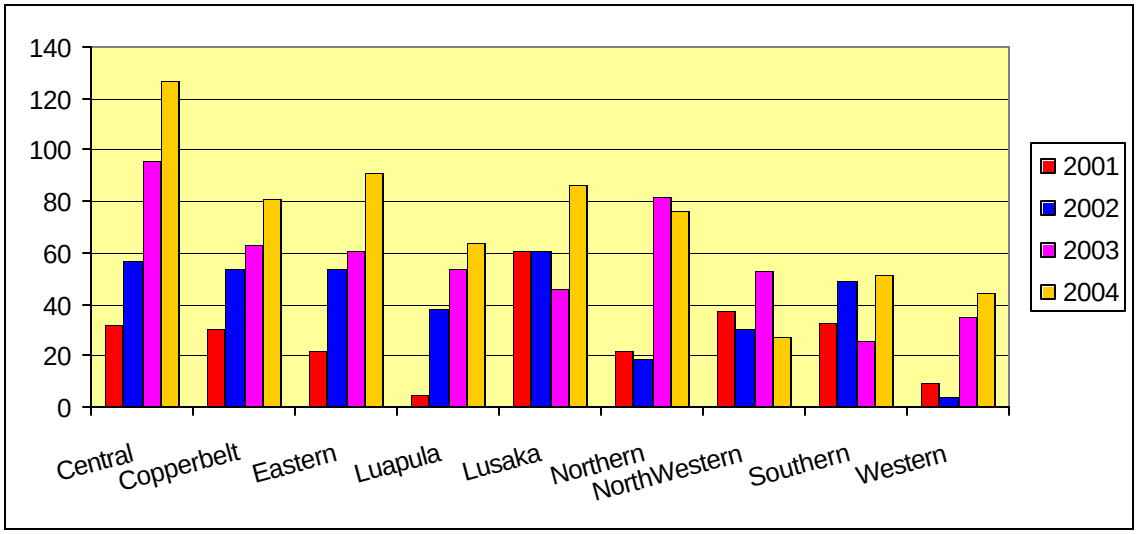
Figure 2: Enrolment in IRI centers from 2000-2004



Demand and growth of IRI by province

The demand and subsequent growth of centers has led to a steady increase in the number of centers each year in most provinces. However, Lusaka, Northern and Southern provinces have experienced minor fluctuations as shown in Figure 3. However, Northwestern province has experienced some significant drops as seen in the figure due to unusual difficulties in collecting data from difficult to reach places.

Figure 3: Growth of IRI centers in provinces



When the program started in 2001, the MOE was responsible for sensitizing communities and helping them to start up IRI centers. Lusaka recorded the highest number of centers with 61, most likely due to EBS' proximity as well as the sensitization and excitement that had been created during the pilot phase in 2000. Northwestern province recorded the next highest number of centers (37) for a different reason. There, the MOE chose to introduce IRI into existing community schools rather than start up new community centers. Southern, Central, and Copperbelt provinces recorded the next highest numbers with 33, 32 and 30 centers respectively. In Central and Copperbelt provinces, there was great support for IRI from the MOE from the beginning. MOE officials took a keen interest in sensitizing communities and encouraging them to send children who were not in school to IRI centers while in the Southern province, most of the new centers were concentrated in Monze district in Chikuni where the Catholic church through the Chikuni Community Radio became active partners with the MOE and made a commitment to eradicate illiteracy by embracing IRI to fill in the gap for those who did not have an opportunity to go to conventional schools. Eastern and Northern provinces had 22 centers each while Western had 9 and Luapula had 5.

In 2002, all the provinces except Lusaka, Northwestern and Western increased the number of centers. Some like Eastern more than doubled to reach 54 centers while others like Luapula had almost 8 times the number they started with. Lusaka remained the same while Northwestern dropped by 7 but still had a decent number (30). Northern dropped 3 centers while Western dropped 5 to end up with only 4 centers. Though the reasons for the drop in Northwestern province were not really clear, we know for sure that in Northern province, large distances and lack of transport made it extremely difficult for the MOE to collect and send the data in while in some parts of Western province, it was reported that communities had not been properly sensitized and remained negative about supporting their children's education.

There was more dramatic growth in 2003 in all nine provinces with Northern province recording the highest gains of four times the number of centers in 2002. The number grew from 63 to a total of 82. Central province increased their number by 39 to record the highest total of 96 centers. Western province was the next most improved with 31 new centers. Moreover, for the first time, the data collected in 2003 was collected within the first half of the year and verified by the end of the year. As mentioned above, this improvement came as a result of the MOE approving the hiring of POCs in July 2003 to support the MOE with monitoring of IRI centers and for whom data collection was their most important task.

By 2004, the POCs had settled into their roles and data collection activities were better organized and streamlined. All provinces, with the exception of Northwestern made substantial gains in both the numbers of centers and learners as shown in figures 4 and 5 below. The number of learning centers has increased from 516 in 2003 to 647 in 2004, with Lusaka, Central, Eastern and Southern provinces establishing 25 or more centers each. Northwestern province did not open any new centers and actually had a reduction of 26 centers. Data collection became an issue following the death of the POC. The MOE stepped in to assist but data was not received in good time for inclusion in this report. Northern province, on the other hand, opened up several new centers but others were closed due to communities' inability to support them or find new mentors when old ones moved on.

Figure 4: IRI centers by province in 2004

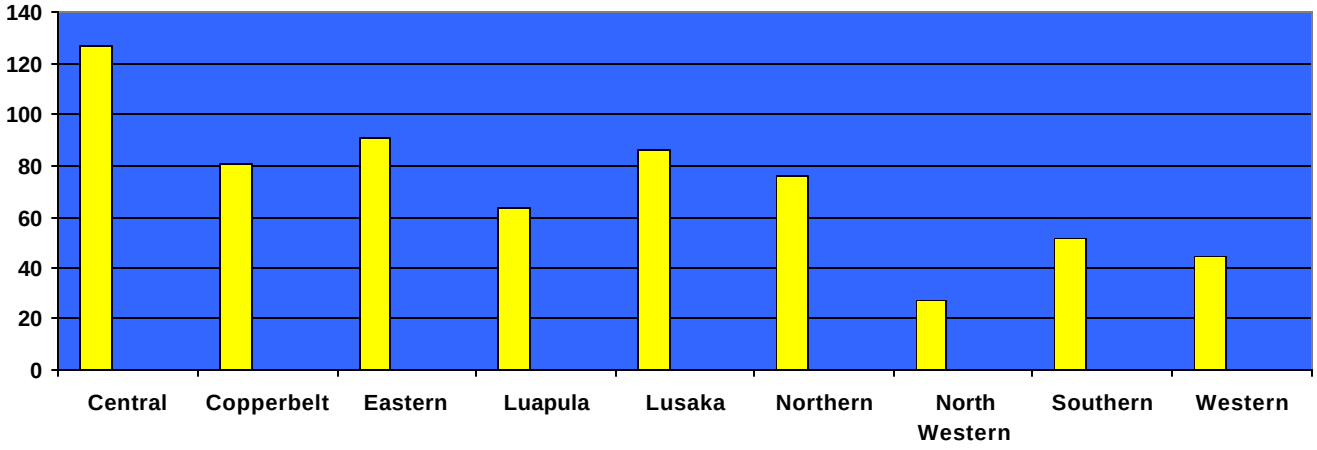
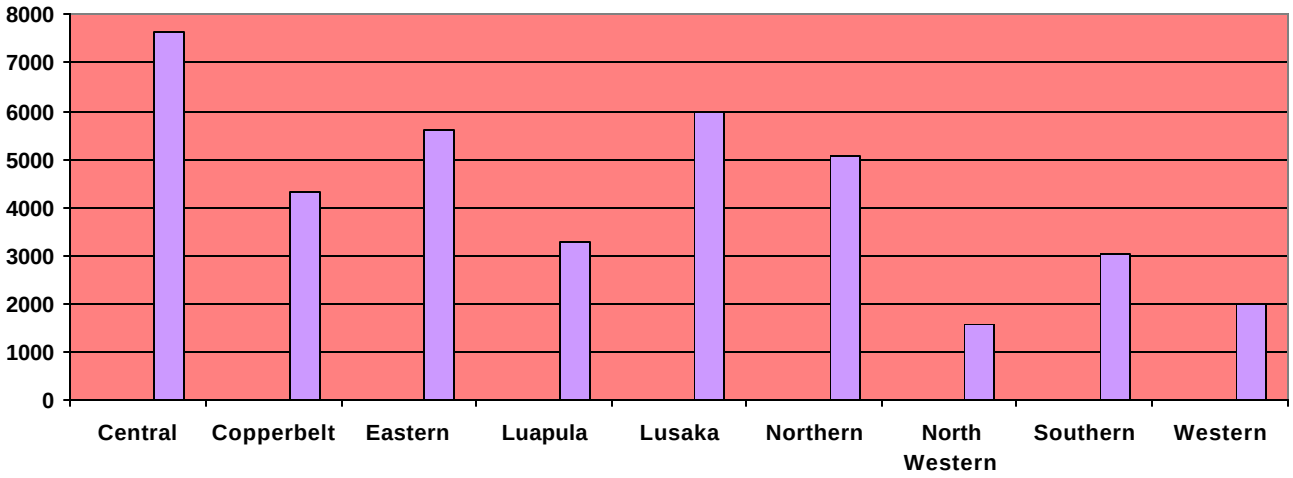


Figure 5: Summary of total learners by province in 2004



The number of centers per province is based on the enrolment forms collected. However, the experience of non collection of data in Northwestern province and a few other isolated districts in other provinces has led to a recommendation from the EMIS project director who assisted in creating the database and has been providing advice and assistance as needed, to include an "active" box in each center profile page and to consider a center active until we receive reliable information that it has been closed. This has already been implemented – in future, a center is to remain active unless information is received from the field reporting its closure.

Central province recorded the highest number of centers and learners with a total of 127 centers and 7,616 learners. Eastern, Lusaka and Northern provinces recorded 91, 86 and 76 respectively, with over 5,000 learners each. Copperbelt had over 4,000 learners in 81

centers and community schools, while Luapula and Southern, with 64 and 51 centers respectively had over 3,000 learners each. On the lower end were Western and Northwestern provinces again. However, with almost 2,000 learners and 44 centers, Western was still noted to have made tremendous improvement particularly in getting communities interested in supporting the vulnerable learners in IRI centers. The MOE, Lyambai Community Radio and NGOs such as World Vision have also played a very important role in sensitizing communities and supporting the program.

Of the 647 communities utilizing IRI, we recorded 188 community schools using the IRI methodology as shown in the Table 1 below. The number of community schools using IRI has increased by 100 from 88 in 2003, however, anecdotal information indicates there are many more community schools using IRI than were captured in our data.

Table 1: Community schools using IRI in 2004

Province	*Districts with IRI*	*Community Schools Using IRI*
Central	6	51
Copperbelt	12	20
Eastern	7	18
Luapula	7	0
Lusaka	4	46
Northern	12	22
North Western	7	10
Southern	3	9
Western	5	12
Total	**63**	**188**

In 2004, we also collected data on IRI mentors. As mentioned above, each center is encouraged to have at least one or more mentors per class. With additional grades each year, this has become increasingly difficult particularly where mentors receive little or no support, or in provinces like Luapula where finding qualified mentors is a big problem. In fact, only Southern and Northern provinces appear to have adequate numbers of mentors. In the next phase, mentor support should be one of the priorities in outreach efforts. Table 2 below shows the number of mentors reported in 2004. More information on mentors was collected during monitoring visits and is reported in the monitoring report.

Table 2: Number of mentors by gender in 2004

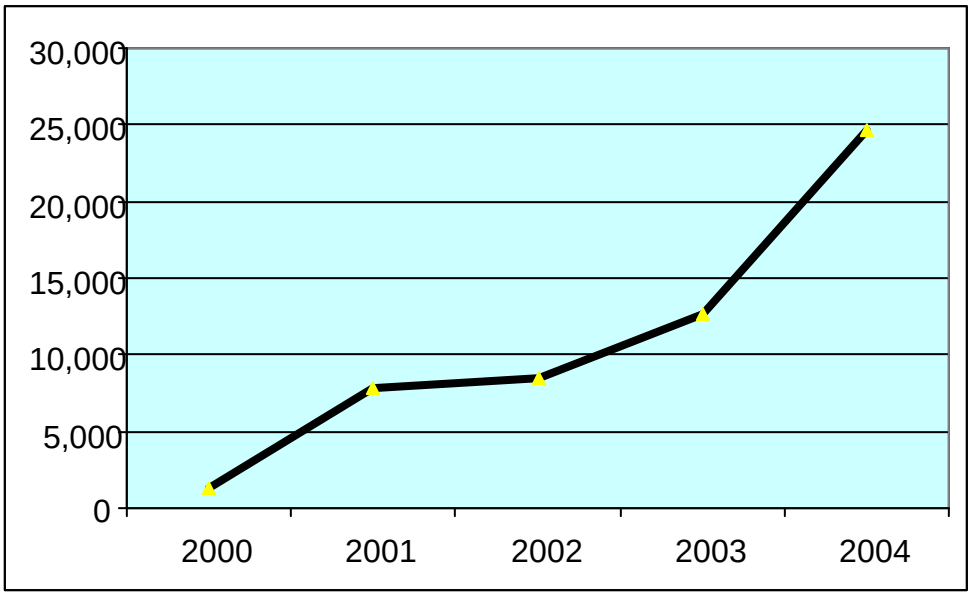
Province	*Female Mentors*	*Male Mentors*	*Total*
Central	75	165	240
Copperbelt	43	73	116
Eastern	23	76	99
Luapula	18	55	73
Lusaka	100	70	170
Northern	39	115	154
North Western	11	44	55
Southern	37	77	114
Western	40	35	75
Total	**386**	**710**	**1,096**

Indicator #5: Number of Learners in Grade 1 in targeted areas and centers

As discussed above, the total number of IRI learners has grown steadily over the years, however, most significant increase in enrollment has been mainly at the Grade One level. Growth of the number of Grade1 learners indicates a steady increase over the years, with the number of Grade One learners going from 1,254 in 2000 to 7,782 in 2001. Due to difficulties faced by MOE in collecting data in 2002, the data was not disaggregated by Grade as mentioned earlier. However, the number was estimated to be between 8,000 and 9,000 out of the total number of 14,083 learners.

By 2003, there were 12,641 Grade One learners alone and in 2004, the population of Grade One learners almost doubled from the 2003 figure to reach 24,609. This steady increase is depicted in Figure 6 below:

Figure 6: Grade One learners from 2000 to 2004



Demand and growth at Grade One level is attributed to a number of initiatives undertaken by the program including:

- Recruitment of POCs and district coordinators in 2003 and 2004;
- MOE restructuring and deployment of Senior Education Officers (SEOs) for Distance Learning in charge of IRI and
- Partnerships with community radio stations, churches, NGOs, PCVs and other organizations.

In 2004, POCs, SEOs and partners were actively involved in sensitizing communities on the importance of sending their children to school, supporting centers and opening up new centers where learners were not able to access conventional schooling.

In 2004, the number of Grade One female vs. male learners increased 98% and 91.4% respectively. Grade One is the only grade level where the number of female learners is greater than that of male learners. Table 2 below shows the percentage increase of learners by gender and grade from 2003 to 2004.

Table 3: Increase of learners by grade from 2003 to 2004

GRADE LEVEL	*2003* F	*2004* F	*% INCREASE*	*2003* M	*2004* M	*% INCREASE*
1	6,353	12,576	98	6,288	12,033	91.4
3	3,469	4,391	26.6	3,707	4,808	29.7
5	1,365	2,134	56.3	1,551	2,571	65.8
Total	11,187	19,101	70.7	11,546	19,412	68.1

Analysis of 2004 IRI data

Since implementing suggestions from the IRI evaluation consultant on how to process and manage the IRI data, the program designed a database system into which all IRI data is now entered. Two kinds of data were analyzed: the enrolment data and center monitoring data. Enrolment data was entered in ACCESS while the monitoring data was entered and analyzed in SPSS.

This section is largely based on the analysis of the 2004 enrolment data. Enrolment data is collected through the enrolment data form which is distributed to all IRI centers to be filled out by mentors. It is collected from the centers and sent through the MOE district and provincial system by Zonal In-service Providers (ZIPs), POCs, SEOs, or partners such as PCVs. The enrollment data form was designed to capture specific circumstances of the learners in order to understand their needs as well as make sense of performance and other data.

The form (see Appendix A) captures the following information from individual learners:

- Age
- Sex
- Previous school experience
- Distance child walks from home
- If father is alive
- If mother is alive
- Who learner lives with
- Other siblings in the center

The last four questions are intended to capture orphans and vulnerable children. In addition, center data is captured on each form, including province/district, address, mentor name, supporting organization, distance from DEBS office, type (IRI, GRZ or community school), etc. The form has undergone some adjustments over time.

This information has allowed us to go beyond simply collecting numbers and to take a deeper look at some of the special circumstances faced by communities and learners. Further, it suggests that the program should take a much closer look at these special circumstances and figure out other cost effective ways through which to provide additional support to learners, beyond simply offering basic schooling, in order to set them up for success in the future.

Orphans and vulnerable children

In Zambia, the education sector has suffered a heavy toll due to HIV / AIDS resulting in many orphans and school dropouts in the last decade.[1] The exploding number of orphans due to AIDS poses further problems for the education system. In 1996, the number of school-aged orphans in Zambia was estimated at 400,000. By 1998 this number had doubled to 800,000, a figure that is expected to rise to 1.2 million by the year 2010[2]. The MOE expects this trend to result in low participation in education for some school-aged children especially orphans due to a variety of reasons as mentioned above including inability to pay school related expenses, prolonged stay at home to care for sick parents and guardians, and engagement in income generating activities.[3] The number of orphans in the 5-9 age group is estimated to be 24% and 35% for the 10-14 age group.

This situation is taking place within the context of severe poverty affecting most communities and a high majority of households leading to equally high levels of vulnerability among many children of school-going age even when parents are alive. One study noted that nearly half of Zambian children were not enrolled in school, regardless of orphan status and that increasingly, children, both orphan and other vulnerable ones were not receiving proper nutrition or accessing health care and many were ending up in high risk situations[4]. Therefore, while noting that orphans face specific problems associated with the loss of their parents, poverty and other socio-economic factors are also contributing to low enrolment, poor performance and drop out from schools.[5] Finally, while HIV is an important contributing factor to the number of orphans, we must take into account all the other reasons that render children orphans and / or vulnerable.

Orphans in IRI

Queries run in the IRI access database indicate that orphans constitute 34.2% of the 38,513 learners attending IRI centers or community schools using IRI in 2004, up from 28% in 2003. Of these, 6,633 are females and 6,553 are males as indicated in Table 3. The

[1] *Interactive methodologies Manual for HIV/AIDS Prevention in Zambian schools – Ministry of Education, 2003*
[2] *Impact Assessment of HIV/AIDS on the Education Sector in Zambia, SAIPAC, 2004*
[3] *HIB/AIDSGuidelines for Educators, Ministry of Education, 2003*
[4] *Orphans and Vulnerable children: A situational analysis, Zambia 1999*
[5] *Impact Assessment of HIV/AIDS on the Education Sector in Zambia, SAIPAC, 2004*

Demographic Household Survey (DHS) data recorded 23% of school going children having lost one or both parents in 2002 while EMIS recorded 32% in 2003.

As in 2003, Luapula province recorded the highest number of orphaned learners at 44.9%, which also corresponds closely to the national estimates due to high HIV infection rates mainly attributed to activities in the fishing camps. Western and Lusaka provinces had the second and third highest number with 43.7% and 40.9% respectively. Central, Southern and Copperbelt had 34.3%, 34.9% and 38% respectively while Eastern, Northwestern and Northern recorded under 30% each as shown below.

Table 4: Percentage of orphaned learners by province

Province	**Female**	**Male**	**Total**	**Total # of Learners**	**%**
Central	1,223	1,357	2,580	7,516	34.3
Copperbelt	835	817	1,652	4,343	38.0
Eastern	747	713	1,460	5,620	25.9
Luapula	778	709	1,487	3,310	44.9
Lusaka	1,289	1,153	2,442	5,965	40.9
Northern	553	645	1,198	5,091	20.0
North Western	237	201	438	1,550	28.2
Southern	537	525	1,062	3,036	34.9
Western	434	433	867	1,982	43.7
Total	**6,633**	**6,553**	**13,186**	**38,513**	**34.2**

These numbers were further disaggregated by single or double orphanhood. The number of single orphaned learners is 8,605 (22.3%) of whom 4,339 are females and 4,266 males. Of these single orphaned learners 2,024 (5.2%) have lost their mothers while 6,581 (17.8%) have lost their fathers. This compares to 18% of children who have lost their fathers and 9% who have lost their mothers from the 2002 DHS EdData (CSO, 2003).

The number of double orphaned learners is 4,583 (2,296 females and 2,287 males), representing 11.9% of the learners. In 2002, the DHS EdData survey recorded 5% having lost both parents. Copperbelt has the highest number of double orphaned learners (16.5%) followed by Luapula and Lusaka with (15.5%) and (15.3%) respectively. The lowest numbers were recorded from Northern (6.2%), North Western (7%) and Eastern (8.9%).

Children's Living Arrangements

Poverty, orphanhood and other circumstances sometimes force children of school-going age to end up living with relatives. In trying to understand the special circumstances of

the learners, the IRI data also records information on learners who are not living with their biological parents. According to the 2002 DHS EdData, over half (56%) of children between the ages of 6-14 live with their biological parents, while 22% live with one parent and 21% are not living with either parent.

In contrast more than half of the IRI learners in 2004 were living with relatives, that is, 20,637 or 53.6% of the total population. Of these, 10,194 are females and 10,443 are males. When disaggregated by grade, the numbers are as follows:

Grade 1: 13,057 (33.9%) - 6,613 females and 6,444 males
Grade 3: 4,913 (12.8%) - 2,352 females and 2,561 males
Grade 5: 2,667 (6.9%) - 1,229 females and 1,438 males

Interestingly, both parents of about half (54.8%) of those learners living with relatives are still living. 17.4% have mothers, 5.3% have fathers while 21.2% of learners living with relatives are double orphans, having lost both parents. A small number (1.3%) did not respond to this question.

Number of learners with siblings in centers

A further attempt to get a deeper understanding of the circumstances of the learners led to the inclusion of a question on the number of siblings a learner has in the same center. The rationale behind this was that if there are too many learners from one family, say three or more, attending IRI and supposedly unable to access conventional schooling, then one can begin to detect a certain level of vulnerability.

According to the data, a total of 17,652 learners have siblings in the same center. This information was also disaggregated by grade and gender as follows:

Grade 1: 10,344 (5236 females and 5108 males)
Grade 3: 4,730 (2,247 females and 2,483 males)
Grade 5: 2,578 (1,164 females and 1414 males)

This information has an implication on mentor/center support or learner participation. For example, if parents or guardians are required to contribute something or offer their support according to number of children in the center, it can get difficult for those who are sending many children to the IRI center.

Previous school experience

The IRI student enrolment form also captures previous school experience of the learners to try and get a better understanding of why learners are choosing to join the Taonga program. In general, while most learners had never attended school prior to joining IRI,

there are some interesting cases of learners who had been to school, dropped out and joined IRI for a variety of reasons.

In the 2004 data, 20.9% of the learners had attended school before joining the IRI centers. The actual number is 8,063 (4,005 females and 4,058 males). However, some learners did not indicate whether they have been to school before joining the IRI program.

Age

Age is an interesting variable in the IRI program. At the inception of the program, the profile of the learner that the program was targeting was the older learner, generally referred to as 'over age' who is barred from enrolling in school once they reach 9 years. The MoE considers 9 years and above to be beyond the allowed age for enrolling in Grade One. Initially, the IRI program was not accepting the 7 and 8 year olds because it was considered that they still had a chance to enter into formal schooling. However, the cases of vulnerability based on individual circumstances of learners soon became clear and there was an outcry from communities claiming that the younger children of "acceptable" school going age would still not be able to access formal schooling for various reasons.

The 2004 IRI data indicates that the average age of Grade One learners is 8.6 years. A query to check all learners under the school going age of 7 years revealed that there are 3,866 learners in Grade One who are less than 7 years old. The youngest age amongst Grade 1 learners is 4 years old, of whom we recorded 186. Another query revealed that 19,387 (78.8%) learners in Grade One are between 7 and 15 years old, while 881 learners are 16 years old and above. 475 respondents did not indicate their ages.

The age variable is most informative at the Grade One level, however, the data indicates that the average age of Grade Three learners is 10.7 years while that of Grade Five learners is 12.7 years.

The IRI program continues to have a problem with underage learners enrolling in the program. Sometimes, it is due to misunderstanding of the role of IRI while in other places, it is due to the fact that the actual learners of school-going age targeted by the program have other responsibilities such as caring for their young siblings. Mentors report that they hesitate to chase the under age ones because if they do, they tend to lose their older siblings as well. However, we expect to rectify this problem by providing early childhood programs for the under age in the near future.

Indicator #4: Girls' retention (survival rate)

Enrolment and retention in IRI centers should be understood against a backdrop of a number of factors. First, Zambia still has a lot of children of school going age who are still not in school (an estimated 625,000 in 2004[6]). Secondly, the government started implementing its Free Primary Education (FPE) policy in 2002. Finally, and perhaps most importantly, the MOE's vision since the introduction of the IRI program was to create a system that would increase access to basic schooling to all learners no matter their circumstances, for example, a learner who dropped out of a regular school due to a parent's death or other circumstance could enroll in an IRI center or attend a community school if the shorter hours, no fees, no uniforms, etc. suited their situation better. Similarly, a learner who might be attending an IRI center one year for similar reasons might have his/her circumstances change, for instance if an aunt or other sponsor shows up and decides to enroll them in a government school.

An increase from 7782 Grade One IRI learners in 2001 to 12 641 in 2003 as discussed above indicates that IRI is filling a definite need, and has emerged as an alternative way to provide access to schooling. Though IRI was not required to report on girls' retention/survival rate, we have made an attempt to track the retention of all learners, not just girls, that started in 2001, of whom we know more than half have moved on. Anecdotal information suggests that some of them were able to access GRZ schools after the governments declaration of universal free education in 2002, a few are reported to have been married, especially after Grade 4, but we still lack definitive information on what has happened to all the learners.

To track the "survival rate" of IRI learners, we took the 2001 enrollment data and compared it with 2003 Grade 5 data since this was the same cohort which had gone through two cycles/grades in the first two years.

While demand for IRI continues to grow as evidenced by the number of new centers year after year, a good number of learners that started in 2001 had dropped out by 2003. Out of the 7,782 learners of the 2001 cohort, a total of 2,916 completed G5 in 2003. Of the 3,788 girls that started, 1,365 of them went on to complete Grade Five in an IRI center while 1,551 out of the original 3,994 boys completed Grade Five in an IRI center in 2003. While the gender gap increased by 4 percentage points between 2001 and 2003, an almost equal number of girls and boys were 'lost': 2,432 girls compared to 2,443 boys.

There are definitely lessons to be learned on progression from one grade to the next. More often than not, learners are 'lost' due to moving on rather than centers closing, hence centers continue to enroll learners at the early grades while losing them at higher

[6] *Unicef, 2004*

grades. In the few instances where centers have closed down entirely, it is for a variety of reasons which include:

- Mentor attrition, where mentors leave in pursuit of other opportunities such as employment (e.g. Mapepe, Lusaka) and personal development (the mentor in Misisi (Lusaka) opted to attend teacher training college);
- Misunderstanding over IRI vs. Community school learning. For example, in George (Lusaka), the centre was turned into a community school with a view to benefit from MOE school community grant. It seems that people did not understand that they could 'graduate' into becoming community schools as well as continue using the radio lessons;
- Lack of community support, commitment and understanding (for example, in Kalomo, Southern province). In several places, it was reported that children attended broadcasts out of sheer enjoyment rather than parental encouragement. In fact, while parents did not oppose the children's learning, they seemed disinterested in supporting the mentors or the centers in any way. This resulted in mentors being discouraged, especially when they compared their situation to the kind of support that Chikuni mentors got. In Livingstone, communities also failed to replace one mentor who showed up drunk every day and the centre eventually closed and
- Lack of support from some MOE offices (hence, information regarding mentor training, need for radios, sensitization, etc. does not reach EBS);

On the surface, it may seem that IRI has high attrition and/or wastage rates (about 62 percent). Without a rigorous tracing mechanism, it is not possible to conclude that the children who have not continued with the IRI program are "wastage". So far, we have gathered several possible reasons for the learner attrition including:

- The FPE policy in 2002 when the cohort was entering Grade 3, which means that a significant number of learners may have opted for "free" education in the conventional school system;
- Second, a sizeable number of IRLCs are located in urban and/or peri-urban areas where there are schools, which means that learners may have opted to continue their education in the school system after taking advantage of the IRI accelerated approach;
- Third, the 2001 Grade 1 cohort had a significant population of under-aged learners (6.4 percent). These may have joined the school system in 2001 just by virtue of the fact that schools were ready to accept them, and that their education was going to be free and/or subsidized. Indeed, in Samfya and Mansa districts in Luapula province, as well as in Chadiza and other parts of Eastern province, monitoring visits have observed that some communities may still not understand the intention of IRI and are using it more as a nursery school. One would expect

that such children would go into the school system when they reach school-going age;

- Fourth, some of the over-aged learners, estimated at 20.8 percent of the 2001 cohort, may have decided that they had attained functional literacy, which might have been their goal for attending IRI in the first place and
- Finally, it is quite possible that the demand for IRI at the higher level is not as high as at the lower levels, in which case it may not be cost effective to deploy resources beyond the lower primary cycle (ending at Grade Four).

Finally, the various outreach teams have been asked to keep track of information regarding the 2003 IRI Grade Five graduates and to map out the distances between IRI centers and GRZ schools. Last year, we requested District Education Board Secretaries (DEBS) in various districts to assist the learners in getting into the closest GRZ schools since there was no plan to broadcast Grade Six in 2004. By mid 2004, the information on 2003 Grade Fives was still very scanty, but it appeared that a good number of the learners had either repeated Grade Five or were doing Grade Six work with their mentors at the centers (i.e. without the support from the radio). However, a fair number had been absorbed into community or GRZ schools as shown below and were said to be coping well.

Table 5: Progress of 2003 G5 cohort by April, 2004

Province	*Name of IRI Center*	*# graduated from G5*	*Where are they now?*
Lusaka	Garden	19	Ngwelele Basic school
Lusaka	Kamanga		Doing G6 work with mentor
Northern	Kasama Village	15	Doing G6 work with mentor, might be absorbed in Milungu Basic school (2km)
Northern	Musenga	5	Absorbed into Musanga Middle Basic School
Northern	Mulambe	10	Kapata Basic (7km away)
Northern	Luyeye	25	Doing G6 work with mentor, refused to go to GRZ school for fear of discrimination[7]
Northern	Kamanampemba	18	Kafyama Middle Basic School (12 km)
Western	Imbowa	12 (7M, 5F)	In GRZ schools
Western	Kasima	11	3 in Kanyonyo Basic, 4 in Kaande Basic, 4 in Mandanga Community School
Western	Sefula	11	1 girl in Kalabo school, 5 boys repeating IRI G5, 5

Attempts to track the 2001 Grade One cohort reveal that a good number of girls had dropped out or gone to community or GRZ schools by 2003. However, as mentioned above, about 36% of the number of girls that started in 2001 completed Grade Five in 2003.

At Grades Three and Grade Five levels, more male learners have been retained than female learners (26.6% females and 29.7% males at G3, 58.3% females and 65.8% males at G5). Between July and August 2004, outreach staff in seven provinces went to about 10 centers in each province to try and capture the reasons for learners dropping out.

A summary of information gathered from 60 centers indicates the following as some of the reasons that learners are leaving IRI centers at the G3 and G5 levels:

- Relocation of parents / guardians to new areas;

[7] *The learners said they would be harassed by other kids and would not feel free because to go to a GRZ school, they must "wear shoes and uniform" and will be laughed at if they carry their books in "plastics" (plastic paper bags) as they do to the IRI center.*

- Children moving to GRZ schools or community schools;
- Death of parents and / or children;
- Early marriages for girls; (especially in Eastern province);
- Lack of commitment from mentors;
- IRI centers are sometimes taken to be pre- schools, therefore when the children learn how to read and write they move on to conventional schools;
- Children being a little older and considered old enough to walk to a nearest GRZ school
- Parents desire for their children to complete basic education – parents tend to be concerned that the IRI program ends in Grade 5, and depending on the circumstance, they begin seeking other alternatives to allow their children to complete Grade 7.

In the third quarter of 2004, the outreach team followed up on recommendations to do a mini tracer study and get more specific information on how the 2003 Grade Five learners were progressing.

The 2001 cohort – where are they and how are they doing?

The 2003 evaluation report recommended that EDC should undertake a tracer study to determine what happens to the learners after the Grades 1 and 2 cycles as well as after the Grades 3 and 4 cycles. As mentioned, above, the MoE has always envisioned IRI as part of an open system that provides additional options for learners who, for whatever reasons, and at whatever point in their lives, are unable to access conventional schooling. The focus of the study would be on ensuring that learners were accessing some kind of basic education rather than on the fact that IRI is 'losing' learners. The study would highlight if IRI had provided a foundation for learners which allows them to access and fit into the mainstream education (perhaps because they are older and can walk further distances), or if IRI was falling short of expectations in certain areas. The important thing was to avoid making comparisons between the options (GRZ or Community schools and IRI centers) but rather, to emphasize the need to make education accessible to all in order to assist the MoE attain its goals and to respond to the question of retention of IRI learners.

Five provinces were sampled for the mini study on the 2003 Grade Five cohort including Central, Eastern, Luapula, Lusaka, and Northern. The POCs from each province were asked to collect information from approximately 10 centers. At the time of compiling the report, data had been received from 47 centers in 27 districts. In addition to the general information collected, short interviews were conducted with 18 children, 10 male and 8 female, from Lusaka province in order to get a deeper understanding of what was happening to the learners and how they were coping in their new situations.

The general findings revealed that a significant number of learners had been absorbed into GRZ and community schools. Specific findings are presented in three sections: a summary of the data on the 2003 G5 learners by gender and where they are, a discussion on each of the sample provinces and finally, a summary of the learner interviews conducted in Lusaka province. The report also highlights comments from the teachers and stories of children who have dropped out.

Data on the 2003 G5 cohort

The total number of 2003 G5 learners from the five provinces was 1403 of whom 672 (47.9%) were girls and 731 (52.1%) were boys. Three quarters of the learners were still in school, having either transferred to a GRZ or community school, repeating G5 in the same IRI center or doing G6 work in the IRI center with the mentor and some books (usually borrowed from nearby schools) but without the support of the radio. About 25% of learners in the sampled centers dropped out. Specific numbers were as follows:

- A total of 557 (39.7%), 263 (18.7%) girls and 294 (21%) boys went into G6 in GRZ schools;
- 123 (8.8%), 65 (4.6%) girls and 58 (4.1%) boys went into G6 in community schools;
- 202 (14.4%), 96 (6.8%) girls and 106 (7.6%) boys repeated G5;
- 181 (12.9%), 71 (5.1%) girls and 110 (7.8%) boys stayed in the IRI center doing G6 and
- 340 (24.2%), 177 (12.6%) girls and 163 (11.6%) boys dropped out.

The table below shows the breakdown of the total number of learners from five provinces by gender.

Table 6: Number of 2003 G5 cohort from sampled provinces

Total No. of G5 Learners in sample		No. of 2003 G5 Learners still in school								No. of 2003 G5 cohort drop outs	
		GRZ schools		Community schools		Repeating G5 in IRI centers		Continuing in G6 in IRI centers			
F	M	F	M	F	M	F	M	F	M	F	M
672	731	263	294	65	58	96	106	71	110	177	163

While this information cannot be generalized to the rest of the country, it is encouraging that 75% of learners are still accessing schooling. Still, we should be concerned about the quarter that has dropped out. The study revealed that there are a number of community schools which use IRI alone or offer a combination of IRI and non-IRI classes. In such instances, it was found that learners had a much better chance of continuing with G6 because the opportunity was there and it was much easier than going to 'beg' for a place in a government school.

As mentioned earlier, several reasons were given for learners dropping out of school which seemed fairly similar across the provinces. They included:

- Helping with household chores;
- Selling foodstuffs and/or helping parents to do business to raise money to supplement the family income;
- Some learners thought that they were too old to continue learning;
- Nearest government school was too far;
- Some learners were not able to get places in the nearest government school;
- Some girls got married while others got jobs as housemaids and
- Some learners joined friends on the streets as they had nothing else to do.

Specific information from the sample provinces was as follows:

Central province

The following five districts were sampled in Central province:

- Kapiri Mposhi
- Chibombo
- Kabwe
- Mkushi and
- Serenje

Information was collected from 22 centers with a total of 760 learners, 370 (48.7%) girls and 390 (51.3%) boys. The data revealed that of the 760 learners, 31.1% (15.5% girls and 15.5%) boys were absorbed in government schools, while 4. 3% were absorbed in community schools. 11.5% of learners were identified as G5 repeaters in the same IRI center while 20.1% started doing Grade 6 in their respective centers.

In other provinces, a higher number of learners continued learning in Central province than left school. Specifically, 67% of the G5 learners in the province (30.5% girls and 36.4% boys) were absorbed in either government or community schools or continued to attend school in IRI centers, 33% of them (18.3% girls and 14.9% boys) dropped out of school. One girl from Mpandwa centre in Serenje district was reported to have stopped school due to marriage, no specific reasons were given for the other dropouts in the province.

One interesting finding in Central province was that there are a high number of community schools, many of them using IRI (perhaps more than the 51 recorded in our database). These community schools offer an opportunity for IRI learners to continue

into Grade 6 and could be the reason why a high number of the learners are still in school.

Eastern Province

Two districts, Chipata and Petauke were visited and data collected from six centers with 118 learners (44.9% girls, 55.1% boys). Of the 118, 52.5% (21.2% girls, 31.3% boys) were absorbed in government schools while 16.9%, (8.4% girls, 8.5% boys) were absorbed in community schools. 2 learners at Mshashanta IRI centre in Chipata are repeating while 28.8% (14.4% girls, 14.4%) boys dropped out**.**

Hence, the majority of the G5 learners in Eastern (71.1% - 30.5% girls and 40.6% boys) are still in school, with a good number (52.5%) of them being absorbed into government school.

Northern Province

Data was collected from 5 centers in Kasama, Mbala and Mungwi districts. A total of 96 learners (51.0% girls, 48.9% boys) completed G5 in 2003. Almost half of them (45.8% - 23.9% girls, 21.9% boys) went to G6 in government schools. It was revealed that 16.6% (8.3% girls, 8.3% boys) are repeating G5 while 29.1% (13.5% girls, 15.6% boys) continued to G6 in their respective centers. Hence, about 92% of the G5 learners are still learning, majority of them in government school.

However, it was interesting that in the sampled centers, none of the learners transferred to any community school while and 8.3% learners- 5.3% girls and 3.1% boys dropped out. Also, it was in Northern province that learners in Luyeye IRI Center refused to consider transferring to a government school due to fear of discrimination. They were sensitive about their circumstances and felt that the other children would laugh at them because they would not afford school uniforms and carried their books in 'plastics' rather than school bags.

Luapula Province

Data was obtained from 7 centers in Mwense, Nchelenge and Chiyenge districts. There were a total of 202 G5 learners in the 7 centers (21.4% girls, 3.4% boys). 78.7% (35.1% girls, 43.6% boys) were absorbed to G6 in government school, 11.3% (4.9% girls, 6.4% boys) went to community schools and 5.4% (2.5% girls, 2.9% boys) repeated G5 and 4.4%dropped out.

One girl from Lambe center in Chiyenge district who dropped out got married and no other specific reasons were given for the other dropouts. Though some learners

dropped out, 95.5% (42.6% girls, 52.9% boys) are in schools majority of who went to government schools as indicated above.

Lusaka Province

Data was collected from 7 centers in Lusaka and Chongwe districts. The total number of learners from the 7 centers was 227, (106 girls, 121 boys). Of these 24.7% (11.4% girls, 13.2% boys) were absorbed in government schools while 20.7% (12.8% girls and 7.9%) boys were absorbed in community schools. 37.9% of learners (18.5% girls and 19.4% boys) repeated G5 in the IRI centers while 16.7% (4.0%) girls, (12.8%) boys dropped out altogether.

18 learners (11 girls, 7 boys) who dropped out of Kanyama center, located in the most densely populated compound in Lusaka, are reported to be 'loafing' in the compound or at home while some have gone to the village. Though there are schools around, space is limited and only 2 learners are said to have found places in government schools.

How are the learners doing?

We felt a need to explore further some of the specific circumstance of the G5 learners, particularly to get a better sense of how they were coping. The following GRZ basic schools and community schools were visited to interview learners and check their school progress:

- Bauleni Basic School
- Ngwelele Basic School
- Kamanga Community School
- Linda Taonga Community School and
- Chainda Community School.

Interviews were conducted with 18 Grade 6 children, 10 male and 8 female from Bauleni, Kamanga and Chainda, and school reports were collected for the 18 children and 14 more children (7 from Ngwelele and 7 from Linda Taonga).

Of the 18 children that were interviewed, the majority (13) live with both biological parents while 3 lived with their mothers only. 1 child lived with an older sister (having moved in with the sister to help her with house chores) while another lived with an aunt after the parents divorced.

Of the 18 children interviewed, 10 pay school/PTA fees and 8 do not. All the children paying school/PTA fees are from Kamanga and Chainda community schools. Children at Kamanga School are paying K3500 per month and those at Chainda community

school are paying K10, 000 per month. When asked who was paying for the children's school fees, 4 children said the schools fees was being paid by their fathers, 2 children's fees were being paid by their mothers, 2 children's fees were being paid by their elder sister / brother whereas 2 children's fees were being paid by both parents.

The 18 learners were able to express themselves quite well in the local language. Asked to compare the schools they were currently in and the IRI centers, they were able to articulate some interesting things. For example, they mentioned the following as things they had liked and missed from the IRI lessons:

- Songs, singing and dancing;
- Subjects like English, Science which were enjoyable;
- Being able to understood lessons well because teacher was translating after radio teacher;
- Being able to answer before teacher during question time … "it felt good" …;
- Teachers did not go on strike and
- Not being forced to wear uniforms.

But while 10 children said they could not think of things they did not like, 8 of them mentioned some things some of the children said they had not liked about the Taonga Market, such as:

- Stigma attached to the school, school mates refer to the IRI centers as "orphan schools" or "nursery school";
- School breaks - Taonga lessons would continue when other school closed;
- Poor radio reception at times which would disturb the lessons;
- Disturbances in the midst of lessons from outsiders;
- Lessons on radio too fast and "unable to ask questions";
- No desks and limited room and one learner cited
- No educational trips like is the case at the nearby GRZ school.

In general, the children were happy in their new schools and gave the following reasons:

- Uniforms … because "we all look smart"…;
- Availability of reading materials in class and to carry home;
- The school building is in good condition and the surrounding is clean;
- Teacher is good and teaches well;
- School has clean water and toilets;
- School has various activities e.g football, drama, cultural dances;
- "It's a recognized school, I feel proud to be there" and
- Affordable school fees.

Two children said that they didn't like the current school because sometimes teachers don't come to class when they are attending meetings, or they are punished resulting in them missing lessons.

School Performance

The children were asked to say something about their school performance. Six (6) said they were doing fine, five said were trying their best, and two said they were not doing well. The two that said they were not doing well explained that their performance had gone down because they are absent from school most of the time because they had to be home looking after their siblings when their father was ill.

Teachers were asked to give their general impressions of the former IRI pupils and the Learning at Taonga program.

'Generally the pupils are doing well. There are two children who sat for Grade 7 exams at Kamanga Irish School (GRZ) who failed and later came to Kamanga IRI/ community school to repeat Grade 6. The performance of these children cannot match the IRI pupils who are now doing Grade 6. But I need to work extra had in Science … the pupils are not doing very well. Also we are lacking enough classes. We are using only one room for all Grades. We use the outside, but when it is windy it is not conducive.

Teacher, Kamanga community/IRI school

I am part of a team that is working to assist orphans and vulnerable children to access education. We take Bauleni IRI center as our baby school… we are only 800 meters apart. When we discovered that the center had no desks, we donated 38 desks. Whenever we can, we also supply the center with educational materials like exercise books and chalk.

The Taonga children who have gone to Bauleni basic school are happy there, and are proud because they are competing favorably with their counterparts in the school'.

Headmaster, Bauleni Basic School

'Benson is doing well but last term he was attending classes irregularly. His parents were called to discuss the matter. The aunt wants to send him to Matero, because his mother is handicapped- he doesn't respect his mother because she is lame. Jordan's performance is not too well, because he has difficulties in reading. But I will help him improve'.

Teacher, Bauleni Basic

School reports were also requested and obtained from 28 pupils. For those that were not collected, teachers said they were still marking the second term tests. The ones that were obtained were from:

- Bauleni Basic School – 4
- Kamanga Community School - 5
- Chainda Community School - 5
- Ngwelele basic school - 7
- Linda Taonga Community School - 7

The learners where tested in 6 to 8 subjects, depending on the school or the class one belonged to. These subjects included English, Mathematics, Science, Social studies, Nyanja, Religious Education, Special paper 1 and Special paper 2.

Tables below represent the results for G5 IRI learners for Term 2 in Bauleni, Chainda and Ngwelele schools. Results for Kamanga and Linda were left out because since there were no non-IRI learners with whom to compare.

Table 7: Results from Bauleni Basic School G5 cohort

Name of Learner	English	Social Studies	Science	Maths	Nyanja	S.paper 1	S.paper 2	Total	Class average	Class position/Total learners
Benson Shimoonga	45%	80%	75%	65%	60%	30%	53%	56.3%	44.1%	12 / 60
Jordan Nkhata	35%	45%	35%	45%	65%	20%	30%	37.5%	44.1%	29 / 60
Peter Goma	70%	75%	90%	75%	75%	60%	73%	73%	45.3%	2 / 59
Geoffrey Banda	90%	85%	85%	60%	95%	80%	66.7%	79.4%	45.3%	1 / 59

(Note: Benson and Jordan were in 6A whereas Peter and Geoffrey were in 6B, hence the different class average)

Table 8: Results from Chainda Community School G5 cohort

Name of Learner	Subject						Total	Class average	Class position (N=96)
	English	S.S	Science	R.E	Maths	Nyanja			
Diana Mwanza	34%	44%	40%	80%	32%	44%	45.7%	32.6%	20
Mafunanse Mwanza	38%	72%	62%	85%	38%	80%	62.5%	32.6%	3
Mande Mande	34%	60%	40%	95%	60%	72%	60.7%	32.6%	6
Mathias Tembo	26%	56%	32%	65%	34%	40%	42.2%	32.6%	24
Grevazia Phiri	14%	24%	32%		24%		15.7%	32.6%	73

Table 9: Results from Ngwelele Basic School

Name of Learner	English	Mathematics	Science	Social studies	Zambian Language	Percentage of total scores	Class average	Class position
Mwewa Marvas	30.0%	44.40%	51.40%	45.0%	32.0%	40.6%		25
Leya Zulu	55.0%	65.70%	42.90%	45.0%	36.0%	51.6%		16
Mwenya Mukanzo	75.0%	71.10%	42.90%	61.70%	48.0%	65.7%		3
Enika Mbewa	40.0%	40.0%	40.0%	25.0%		34.7%		30
Christopher Banda	70.0%	80.0%	63.0%	42.0%	64.0%	60.2%	45.70%	6
Sydney Chola	45.0%	56.0%	40.0%	27.0%	52.0%	45.0%	45.70%	14
Winfridah Mweetwa	25.0%	36.0%	32.0%	28.0%	60.0%	34.3%	45.70%	27

Note: The first 4 children were in a separate class from the last 3 and their class average was not indicated

In Bauleni, Peter and Geoffrey performed very well in almost all subjects and their total scores were way above average. Benson seems to be an average pupil because he got above 50% in all subjects except in English. Jordan's performance is poor, this could be attributed to his absenteeism from school. Peter and Geoffrey's results are indications of how well IRI learners perform even when they move on to G6 at a conventional school.

Most learners at Kamanga seem to have difficulties in English and the Special papers while doing well in Nyanja and fairly well in Social Studies, Science and Maths. Angel and Smart performed well in all subjects except for Special Paper 2. Mariet and Margaret seem to be struggling as they scored below 50% in almost all subjects except for the local language.

Chainda has a fairly large G6 class of 96 pupils and while the scores seem rather low particularly in English, Maths and Science, two learners were in the top 10 of the class and another two were in the first half or at least average. The English score is below 50% as is the Math score except for Mande Mande who had 60%.

As mentioned above, there are many reasons that lead children to drop out. We tracked down two drop outs, Florence and Olipa who shared their stories.

Florence Chungu

Florence Chungu is 14 years and dropped out from school at Kaunda Square ZACEF, in August 2004. She is just at home doing nothing. She left school because her parents who are not in any form of employment were not able to contribute the K3000 per month required for her and her younger brother. She was not chased from school; she only left after seeing that she had accumulated about K60, 000 in debt. She stays with both her parents who say they want her to go back to school and have promised her that they will raise the K60, 000 some time soon. Florence loves learning at Taonga Market and would love to go back to school to make a future for her self and support her siblings.

Olipa Tembo

Olipa Tembo is an orphan and lives in Mwandemena village in Chongwe with her grandparents. She dropped out from Chibengelele IRI center when she was close to completing her Grade 5. Her grandmother was admitted in hospital for 6 months so she and her young sister who was doing her Grade 4 at the same center were removed from the center by the grandfather to look after the house and cook for him. Her grandfather said that he removed the two girls from school because his family did not benefit from the feeding program. Chibengelele center has a feeding program where children are fed at school and are some times given food such as rice or mealie meal to take home.

Olipia's grandmother has since recovered and is back at the village. Olipa says she wants to go back to school soon. She says she will go back when she finds someone to support her. Olipa desires to finish her school so that she can look after herself when she grows up since she doesn't have parents.

Summary of Data Collection, Management and Utilization

The IRI program has evolved in many interesting ways over the last five years. Data collection and management has undergone several iterations and challenges which have yielded important lessons.

In the beginning, when the program went to scale in 2001, MOE officials were charged with the task of data collection. At the time, each province had IRI focal point persons. However, as discussed above, it was a huge challenge for them given the perpetual lack of fuel as well as the difficulty of balancing monitoring of IRI centers with their other MoE responsibilities. Still, they somehow managed to send in data to EBS. But it was difficult to verify it or ask the officials to disaggregate it.

By 2002, a PCV attached to EBS got other PCVs in various parts of the country who were interested in supporting Taonga to assist in sensitizing their communities about the program and collecting data. The only verifiable data was that which came from the volunteers. In 2002, though data was received from each province, it trickled in very slowly throughout the year and being the first year in which we run four grades, it was very important for us to attach the enrolment numbers to the grades but very little of it was disaggregated by grade even though EBS requested this information.

Data Entry

The data was initially entered into an excel spreadsheet. In 2001, the evaluation consultant recommended that the data be moved to a database that would allow for easier manipulation. This was implemented in 2003 with the assistance of EMIS TAs who created a database for IRI data in ACCESS. Data was directly entered into the database in 2003 and 2004 while the 2002 excel data was transferred from excel to ACCESS.

The database is currently set up with two main categories: one that captures center information including province, distance from Boma (DEBS office), distance from nearest GRZ school, name of mentor, type of school (pure IRI or community school), etc and another that captures learner information including age, orphanhood, previous school experience, etc.

Lessons Learned:

- *The database categories need to be reviewed and adjusted periodically, e.g the current one requires a provision for "none" as alternate answer in the question on which parent is alive.*
- *The database should have a category for active vs. inactive centers and a record of new centers annually.*
- *All centers should have some record of learners at the center such as registers from which names and other relevant information on the learners should be obtained.*

As discussed above, enrolment data is collected through the enrolment data form which is distributed to all IRI centers to be filled out by mentors. It is collected from the centers and sent through the MOE district and provincial system by ZIPs, POCs, SEOs, or partners such as PCVs. The enrollment data form was designed to capture specific circumstances of the learners in order to understand their needs as well as make sense of performance and other data.

Data Analysis

In 2004, we used data entry temps and consultants to enter, verify and analyze data. Two kinds of data were analyzed: the enrolment data and center monitoring data. Enrolment data was entered in ACCESS while the monitoring data was entered and analyzed in SPSS.

This has provided us with the most accurate data to date on learners, centers and communities and has allowed us to run queries on the data as reported above. As mentioned, a lot of interesting issues have been raised from the data that comes in. One of our biggest challenges has been incomplete and/or inaccurate information. For example, many centers /community schools do not indicate the type (i.e. IRI or community school), making it difficult for us to identify and come up with an accurate number of all community schools using IRI. Another common omission has been the question on distance.

While the database allows for a variety of queries to be run, the following are the queries, pulled from the enrolment data run on the 2003 and 2004 data:

- Number of centers – by province and district
- Locality – rural, peri-urban, urban
- Number of learners – by grade, gender, province, district
- Number of orphans
- Number of learners with siblings
- Age

- Previous schooling

Given the challenges of reaching some of the IRI centers, it becomes very difficult to send data back once it reaches Lusaka. In 2004, we implemented a rigorous data verification exercise in which we summarized all data that came in and sent the summary data back to the provinces with instructions to the outreach staff to verify it as well as go back to the centers where data was missing or confusing (e.g. two different lists of learners in the same grade and same center, learners using different names, etc.).

While there is a limit to how much control we can have, particularly over conditions in the difficult to reach areas, we remain committed to emphasizing the importance of data through more training and support to ensure accuracy and completeness of information.

Lesson Learned:

EDC should institute an annual review of data analysis lessons to ensure that the information collected is responding to MOE's needs and that critical information such as the vulnerability of learners is addressed and tied to programmatic decisions

IRI center monitoring

IRI centers were initially supposed to be monitored by MoE staff three times each cycle. Until recently, however, it had been impossible to impose such an activity on them given the challenges they had even in collecting data as mentioned above. However, with the inclusion of EDC outreach staff that had no other duties except supporting the IRI centers, it became possible to go beyond data collection and begin to support the communities, mentors and centers.

The POCs use a monitoring instrument to collect information on centers and communities. The instrument was created in 2003 and was first tested by Peace Corps volunteers. The instrument was coded and entered in SPSS in July 2004 after which it was analyzed. The analysis yielded a lot of useful information being the first of its kind since inception of the IRI program as discussed above.

Lessons Learned:

- *Data collection instruments should be reviewed periodically and adjusted accordingly to ensure continued efficacy.*
- *Distribution of updated instruments must be handled carefully to ensure consistency of data.*

The monitoring exercise posed a number of challenges. The planned period to conduct the data collection in all the 647 IRI centers and community schools using IRI was set for 2 months (1st April 2004 to 30th May 2004) but this deadline was not met. Several forms came in way after the deadline. Also, some instruments had gaps (missing information) and it was not always possible to return them to the centers for verification because of long distances and other logistical problems, hence, certain information was not analyzed even for those cases that had the information because of limited amount of data to draw conclusions on. Still some centers and community schools had more than one monitoring instrument filled in, resulting in double counts.

Checking and deleting of double entries was time consuming and delayed the whole process of report writing. The latest version of the monitoring instrument with new variables was not used in all the centers and community schools. Those that used the original version did not have information on certain critical variables such as distance to the nearest GRZ or community school, the number of 2003 G5 learners and their whereabouts, facilities such as toilets, which radio station a center is affiliated to etc. which would have allowed us to compare similarities and differences with other centers.

Lessons Learned:

- *Intensive data collection training and follow up should be provided to mentors and data collection staff (MoE, EDC, partners, etc.) to ensure accuracy.*
- *Systems of data collection, verification, analysis and reporting different kinds of data should be fine tuned; this should include a process of ensuring all data, from 2001, is dumped into ACCESS to ensure uniformity and to enable the project to run queries across the entire database.*
- *Adequate time and resources for data collection should be provided to ensure that all IRI centers and schools are reached.*

Findings from monitoring exercise

The relatively high percentage of centers which were started in 2004 compared to previous years are an indication of community appreciation of the IRI program and also effective community sensitization. As noted above, several important lessons were learned from the analysis of the monitoring information. For example, we now know that the majority of the mentors have gone up to Grade 12 as was always intended. However, provinces such as Luapula are experiencing serious difficulties in getting Grade 12 leavers. About 20% of mentors have only reached Grade 9. Yet, observations indicate that the implicit teacher training strategies in IRI work very well for them and often help them to be successful.

On resources, we learnt that the majority, (87.7% or 391) of IRI centers and community schools visited own at least one radio. Unfortunately, not all these radios are working - 24.7%(110) of the 446 centers and schools did not have a working radio at the time they were monitored. The majority (90.1% or 402) of the respondents have Center Support Committees, which look into the affairs of the IRI center or community school and are involved in a number of activities as indicated above. Moreover, 24.7% of respondent communities are involved in income generating activities to support the IRI centers or schools. Also, communities have developed a sense of ownership and continue to provide support by offering labor, building materials, as well as cash and/or gifts in kind to mentors. Still, there was an observation from monitors that center committees are not supporting their mentors leading to high mentor turnover.

Lessons Learned:

- *Centers without committees should be encouraged to form them while those experiencing difficulties in supporting mentors and centers should be assisted in being more involved in the affairs of the centers, e.g. through support from local NGOs, income generating activities, etc. in order to ensure their sustainability.*
- *Community ownership is critical and communities should be responsible for the successes or failures of the centers.*
- *Lessons from successful communities should be shared with other communities not doing very well in the area of support to their centers/community schools and mentors.*

Training

Another issue of concern reveled by the data was that the percentage of mentors who have not had any type of training in 2004 is relatively high at 46.4%. There were several reports of cases where mentors and communities have taken the initiative to ensure that old mentors train new ones. Fortunately, the IRI system is simple enough to enable even mentors trained informally to perform well. In fact, observers reported that mentors who were well trained not only performed well in their classes but also seemed to have more confidence, to love the program and to have a much lower rate of turnover than untrained mentors.

The analysis further revealed that the percentage of male mentors is higher than that of the female mentors with 57.7% males and 42.3% female. Interestingly, many communities reported that the turnover was much lower among female mentors than male mentors. Age was an interesting variable – the youngest mentor is 19 years old while the oldest one is 67 years old. Finally, on the critical information regarding distance from the closest GRZ school, while most of the returns did not include that information, the information from those that responded indicates that distances range from 100 meters in urban areas to 25 km in rural areas.

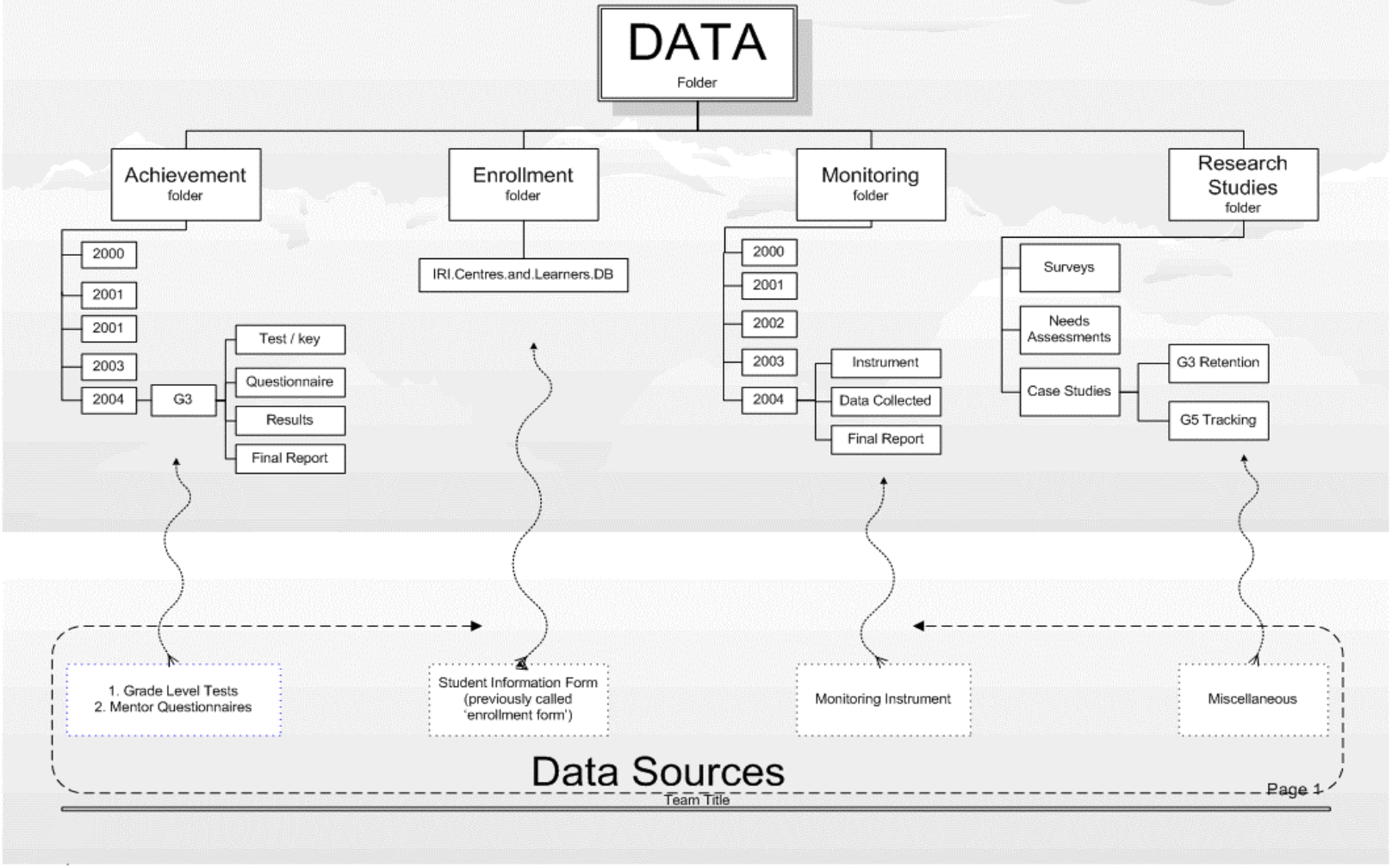
Lesson Learned:

- *MOE and supporting institutions should ensure that all mentors are trained in basic IRI methodologies and that they are exposed to other types of in-service training and coaching in zonal and district resource centers through ZIPs and DIPs so as to set them up for success and ensure high performance.*

Finally, by the end of contract, the IRI program had developed a data filing and management system that is depicted below:

IRI DATA FILING SYSTEM

THURSDAY, OCTOBER 14, 2004



Indicator #1: Mean performance score of out-of-school children on assessment of Grade 1 skills acquired through Interactive Radio Learning Centers

An annual assessment of IRI learners has been conducted since the pilot. EDC used an external tests and measurement expert from the University of Botswana in 2000, 2001 and 2003. The 2002 assessment was conducted by the Examinations Council of Zambia (ECZ).

2000 Evaluation

The first evaluation study of the IRI pilot program was conducted in October, 2000. The purpose of this evaluation study was to collect baseline information against which learning gains could be measured after 50 lessons. The evaluation also presents lessons learned about EBS's institutional performance and from other implementation processes. Specific questions asked during the baseline and mid-point review included:

- Are the learners coming?
- Are learners staying?
- How much do learners know as they come in?
- Are the learners acquiring mathematics and language skills?
- How well are mentors facilitating interactive radio instruction?
- What are the community expectations about the IRI project?

Data on demographic characteristics of the learners was collected in order to describe who is coming to receive the radio broadcasts at the centers, and enrolment figures to estimate the number of learners who are registered. Achievement scores were used to describe how much of Grade 1 level Math and English learners knew during the early stages of interactive radio instruction, and the gains that they had made after 50 lessons. Descriptions of the physical conditions at the learning centers and community expectations about the IRI project are also presented. Results from the evaluation are as follows:

Learner Characteristics

Data on the profiles of the learners was collected during the first two weeks of the program from the Lusaka and surrounding learning centers including Chongwe and Monze. Of the learners enrolled at the centers, 48% were female while 52% were male. The mean age of the learners was 8.5 years (median is 8 years old) where the youngest learners were 5 years old, and the oldest were 14 years. The mean age was 8.3 years for females and 8.6 years for males. This trend was expected since school going males are usually older than females at the lower levels.

Of the 650 learners reported on in the study, most out-of-school children who were attracted to the radio programs (72.3 percent) had both their parents alive, while 27.7 percent were orphans. Fifty-eight children (8.9 percent) were double orphans, while 122 of them (18.8 percent) had only one living parent. Based upon feedback from mentors, it is speculated that the percentage of orphans reported at 27.7 percent, is an under representation of the actual figure though the adult guardians did not want to disclose that information about their protégés.

There were more orphans reported in the urban areas (32.0 percent) compared to rural areas (23.3 percent) as indicated in the table below that indicates guardianship of the learners. This is attributable in large part, to the higher prevalence HIV / AIDS and HIV related deaths in urban areas.

Table 10: Guardians of the learners by locality

Relationship to learners	All learners (%)	Urban areas (%)	Rural Areas (%)
Both parents	59.5	47.1	72.7
Mother	18.8	27.2	9.7
Other relatives	9.9	14.1	5.8
Grandparent(s)	5.7	4.7	6.7
Father	3.0	3.1	2.8
Brother or sister	2.8	2.8	2.8
No guardian	0.4	0.8	0.0
Total	100		

19.3 percent of the learners had some schooling experience prior to enrolling in the learning centers, and the percentages are similar for female and male learners. Prior school attendance was higher in urban areas (25.7%) than rural areas (12.6%) as the shortage for educational opportunities and facilities was higher in most rural communities. This finding partly explains why the rural communities have been more proactive in setting up centers for the IRI program.

Enrollment

Enrolment data was collected from 10 centers in Lusaka District, 3 of 8 centers in Chongwe, and the 2 Monze centers as part of the pre-launch activities, and in the baseline evaluation exercise. Data was also collected from 2 centers that are on the outskirts of Lusaka, Chilanga and Kafue districts. Attendance data was collected during the mid-pilot evaluation period. On average, there were 60 registered learners per class out of a total of 1254 learners registered at the 21 centers we tracked[8] at the beginning of

[8] *There was a total of 27 centers with a total enrolment of approximately 1500 learners, but resources allowed us to track only a subset of centers*

the broadcasts.

Table 11: Registration and Attendance

District	Centre	Registration at 7/24/2000	Attendance at 10/16/2000
Chongwe	Nang'ombe	85	83
	Nchute	49	10
	Mwachilele	66	34
Lusaka	Bauleni #1	49	45
	Bauleni #2	46	51
	Garden	56	36
	Kamanga # 1	100	104
	Kamanga #2	100	102
	Ngwerere	46	19
	George #1	98	47
	George #2	49	49
	Misisi	55	44
	Chainda	44	40
	Kanyama	94	
	Jack Chipata#1 Chipata #2	53 44 44	40 45 45
Monze	Hanamaila	46	42
	Singwena	46	41
Kafue	Mapepe	49	35
Chilanga	Mimosa	35	23
Total	All centers	1254	935
Average	All centers	60	47 (78%)

A spot check of overall attendance conducted on 17 of the 19 centers in mid-October 2000 showed that about 78% of the learners were still attending the radio broadcasts at the original centers. Average daily attendance was estimated from only a small sample of 85 learners whose complete attendance record was available to us when we visited the centers[9]. The Table below shows that 52.9% of the learners missed 5 days or less, while 8.2% attended for 20 days or less. The average attendance was 41 of the 49 days (about 84%) on which radio programs were aired.

[9] *We made no appointments to visit centers but simply turned up when the broadcast began*

Table 12: Attendance during the first 50 lessons

Attendance	Frequency	Percent
45 days or more	45	52.9
21 – 44 days	33	38.8
20 days or less	7	8.2
Total	85	100.0

Achievement

A mastery test was developed by Dr Kathleen Letshabo, a measurement specialist, based on the Zambian national curriculum content and learning objectives. The 20 item test was then reviewed by individuals with a thorough knowledge of the intended curriculum, the lesson content, and the way in which the radio lessons were structured and delivered and administered for Grade 1 for Mathematics, English. In the interest of keeping the test short and simple, no items were included for the life skills component as life skills objectives were not expressed explicitly in the curriculum and would require a different strategy for evaluation.

A pretest / posttest design was employed for the achievement testing component of the evaluation study. In this design an achievement test was to be administered to a random sample of learners in the second week of the radio broadcasts and again to the same examinees after 50 programs. The test was administered individually to each learner by the test developer with the assistance of the mentor, and trained test administrators in both cases.

Results of the achievement test indicated that learners generally performed above expectation in the pretest on numeracy with the majority of learners able to count up to 10 at 95.3 percent, while a good number were able to add and subtract numbers not more than 5 at 69.1 percent for addition and 57.6 for subtraction. About 75 percent of the learners were able to introduce themselves and exchange greetings in English and were also conversant with colors and could comprehend instructions such as “sit down”, “stand up”, “open the door”, etc., (more than 60 percent of the students could perform this task). Post test findings indicated considerable learning gains in the skill areas of language and numeracy as indicated in the table below.

Table 13: Gain score analysis by item and skill area

Skill Area	Items	Prescore Mean	Postscore Mean	Gain Score
Production of language	Item 1	80.8	95.8	15.0
	Item 2	80.5	97.6	17.0
	Item 12	28.4	69.2	40.8
	Item 13	20.5	22.4	1.9
	Item 19	57.9	71.7	13.8
Comprehension of language	Item 11	34.7	80.8	46.0
	Item 14	66.8	88.8	22.0
	Item 15	61.8	83.9	22.1
	Item 16	65.5	87.1	21.5
	Item 18	51.6	86.0	34.4
	Item 20	51.8	76.6	24.7
Writing	Item 6	64.7	86.4	21.6
	Item 17	26.6	61.5	35.0
Recall of names and shapes	Item 7	79.7	83.2	3.5
	Item 10	43.7	70.3	26.6
Counting	Item 3	98.7	100.0	1.3
	Item 4	96.3	100.0	3.7
	Item 5	76.8	93.4	16.5
Adding and subtracting	Item 8	70.8	92.0	21.2
	Item 9	60.5	86.0	25.5

The highest gains were in the area of comprehension of language where mean gains were between 21.5 percent and 46.0 percent. More learners could understand more language after 50 lessons than they could after 5 lessons, with as many as between 21 percent and 52 percent of the learners becoming masters of certain comprehension tasks. Mentors reported that these learning gains manifest themselves in the fact that they do not have to translate everything that the radio teacher says as they used to in the past.

2001 Evaluation

An evaluation study was conducted in August 2001 after all 100 programs had been broadcast to a national audience attending radio-learning centers in every province. It

aimed to address the same fundamental questions as those asked in the evaluation of the 2000 pilot namely:

- Is there a demand for IRI programs (i.e., are learning centers established and learners enrolled in them)?
- Do learners attend daily broadcasts at the learning centers?
- What are the characteristics of the children who attend?
- Are learners achieving basic literacy and numeracy as expected at the Grade 1 level?
- What is the impression of the beneficiaries, individuals associated with IRI such as mentors, and the general public on the effectiveness of IRI as a means of imparting basic literacy and numeracy skills?

Also investigated was whether the programs were benefiting the population for whom they were intended, out-of-school children experiencing socio-economic hardships.

Data for this evaluation was collected from a sample group of 30 learning centers receiving the radio broadcasts daily over a 20-week period. As with the 2001 evaluation study, the data provided insights into enrollment, daily attendance, learner characteristics, and student mastery of basic numeracy and literacy skills using a curriculum based achievement test. Since programs are delivered through the medium of radio, some adjustments were made to the existing curriculum to make it suitable for radio.[10] These differences were accommodated in the achievement test that was developed.

Learner Characteristics

A sample of 1898 learners was used describe the profile of learners in the centers, in particular their sex, age, who their guardians are, and whether they have any living parents (orphan status). These data were collected from the sample of 30 centers, 14 of which were located in an urban area, and 16 in several rural communities. While an attempt was made to obtain data on learner characteristics from all learners at each of the 30 selected centers, only 20 percent of the learners were randomly selected for achievement testing at each center, yielding a total of 405 examinees. 53.3 percent of the examinees attended urban centers, while 46.7 were in rural centers.

With the introduction of IRI on a nationwide scale, a wider variation on the age of the learners was expected. Compared to the 2000 pilot sample, 21.1 percent of the learners in the 2001 were still minors (11- 17 year olds), even though they were beyond the official age for lower primary. Some centers, typically rural centers, had more than 20 percent of their learners being 13 years or older. For instance, at rural a center in Chimbwete (Chongwe, Lusaka), the mean age was 12.8 years, with 21.2 percent of those enrolled being adults whose ages ranged from 18 years to 49 years. In Monze district

[10] *The most significant adjustment has been the use of English as a medium of instruction for numeracy skills, and sequencing of the curriculum.*

there was a center for adult learners, Cheelo Adult, which had learners of ages ranging from 17 to 51 years, with the mean age being 30.0 years old

Of the learners enrolled at the learning centers that were sampled, males are estimated to be 50.0 percent, the same as females. The implication of this finding is that even if the population may not replicate this breakdown in sex, no significant differences can be expected in the population parameters as was indicated in the 2000 study. The urban enrolment reflected slightly more females than males (51.2 percent compared to 48.8 percent), while the rural enrolment was the reverse (48.6 percent female, and 51.4 percent males). The mean age of the learners was 9.7 years, whereas the median age was 7 years old (22.2 percent of the learners). The wide age difference between the mean and the median is explained by the fact that there is a wide variation between the youngest learners (5 years old), and the oldest (51 years old). There were no differences when age was disaggregated by sex. With the mean age in urban areas being 8.9, compared to 10.6 in the rural areas, however, a significant[11] difference was observed when age was disaggregated by locality.

1881 of the 1898 learners reported on this information. In that number, 66.8 percent of the children had both their parents living, while 33.2 percent were orphans as indicated in Table 13. Double orphans constitute 10.8 percent, while 22.5 percent learners had only one living parent. Compared to the pilot sample, the percentage of orphans is up from 27.7 in 2000 to 33.2 percent. However, we believe orphans may be under-reported in the present investigation as they were in the previous evaluation. This derives from the fact that the official definition for orphans may not be consistent with the cultural definition, where children cease to be orphans by virtue of the fact that they have been adopted into the family of a close relative, albeit unofficially.

Table 14: Distribution of orphans vs. non-orphans by locality

Living Parents	All learners (%)	Urban areas (%)	Rural areas (%)
Both parents alive	1256 (66.8)	679 (67.2)	577 (66.2)
Only mother alive	321 (17.1)	189 (18.7)	132 (15.2)
Only father alive	101 (5.4)	40 (4.0)	61 (7.0)
No living parent	203 (10.8)	102 (10.1)	101 (11.6)
Orphans	**625 (33.2)**	**331 (32.8)**	**294 (33.8)**

A significant number of learners (21.3 percent) lived either with their grandparents or other relatives. Guardianship may also shed more light on the issue of who the orphans

are, especially in the case where the primary guardians are grandparents who are also acting as adoptive parents. In cases where children were double orphans, the grandparents were the most popular choice among the relatives (11.3 percent).

Table 15: Guardians of the learners by locality – 2001

Relationship to learners	All learners (%)	Urban areas (%)	Rural Areas (%)
Both parents	866 (47.4)	485 (48.0)	381 (46.7)
Mother	362 (19.8)	252 (25.0)	110 (13.5)
Grandparent(s)	206 (11.3)	70 (6.9)	136 (16.7)
Father	152 (8.3)	75 (7.4)	77 (9.4)
Other relatives	183 (9.6)	120 (12.0)	63 (7.7)
Non-relatives	57 (3.1)	8 (0.8)	49 (6.0)
Total	**1826 (100.0)**	**1010 (100.0)**	**816 (100.0)**

17.3 percent of the learners had some schooling experience prior to enrolling in the learning centers, and the percentages are similar for female and male learners. Unlike in the previous evaluation, prior school attendance was higher in rural areas (21.9 percent) than urban areas (13.7 percent). A possible explanation for this may be that when people move to the rural areas they lose opportunities to continue with their education. This finding partly explains why the rural communities have been more proactive in setting up centers for the IRI program).

Enrolment

Attendance data were obtained from 10 centers in and around Lusaka, and 4 centers in Monze after Grade 1 broadcasts had ended. This involved a number of steps: requesting the mentor to provide the register, recording the highest number of children who enrolled in the center, recording the number enrolled at the end of Grade 1 (August 27, 2001). A total of 1284 learners were registered in the 14 centers at the beginning of the broadcasts, 1155 of whom were still attending lessons at the end of Grade 1 broadcasts.

Less than 10 percent of the learners dropped out, compared to about 20 percent in the piloting sample. This could be an indication that parents and other stakeholders were becoming more familiar with the programs and were taking them much more seriously after the national advertising campaigns that EBS embarked on. Learners typically drop out of the program when families move to a different part of town, or when children are

relocated of children to rural areas for various reasons. Some learners have daily responsibilities that make it impossible for them to attend the lessons, typically going to the market to sell foodstuffs, or looking after younger siblings. Rather than drop out of the programs, some learners do attend with their younger siblings.

Attendance data reflecting the number of programs that each child attended out of the 100 Grade One programs was obtained for only 10 centers, a number we feel to be too small to allow meaningful conclusions to be drawn. Many mentors had either lost or misplaced the G1 registers, or had not been taking attendance on a daily basis, and this is a management issue that the Ministry and communities need to address.

Achievement

Grade 1 learners attained a mean score 27.9 out of 44 possible points on the achievement test (a composite score of the numeracy and language score), a mean of 63.4 percent. The lowest score was 0, and the highest, 44. The mean score for the numeracy component was 14.3 out of 20 (71.5 percent), while the mean for the language component was 13.6 out of 24 possible points (56.6 percent). There were no differences when the scores were disaggregated by sex.

Table 16: 2001 Test Means for Literacy, Numeracy and the Overall Test

Content	N	Minimum	Maximum	Mean	Std. Dev.
Math	405	.00	20.00	14.3	4.9
English	405	.00	24.00	13.6	5.5
Composite	405	.00	44.00	27.9	9.7

In general, learners performed better on the numeracy component than on literacy. This can be attributed to several factors including the opportunity to practice numeracy skills in everyday life and the presentation of the language test items which may have affected the level of comprehension. In the literacy component, learners had the highest competence in recalling names of colors and items of clothing at 77.5 percent. The least performance was registered in the skill area of production of language, where the mean for the domain was 46.7 percent. In particular, most learners were not able to produce language that expresses personal preference at only 17.5 percent masters, and less than 50 percent combining masters and partial masters). Most test administrators expressed that they had difficulties in presenting the task to students on this particular item.

Learners also had difficulties in reading sight words with 18.5 percent mastery and spelling at 22.5 percent mastery. Even though items on reading and spelling were included in the test, reading is not a terminal skill at Grade 1, hence it was expected that most learners would have difficulties with reading. Also in the case of IRI instruction, learners have very little opportunity to practice this skill in that they do not have

reading material at their disposal, they generally only read words written on the board by the mentors, which might explain the low performance on this skill.

Table 17: 2001 Mastery by item and (skill area) domain

Skill Area	Items	Non-Masters	Partial Masters	Masters	Domain Mean
Production of language	Item 16	18.3	16.5	65.2	
	Item 17	56.0	26.4	17.5	
	Item 18	40.7	25.4	33.8	5.6 of 12
	Item 20				(46.7
		26.7	34.1	39.3	percent)
	Item 21	47.7	33.8	18.5	
	Item 22	50.4	27.2	22.5	
Comprehension of language	Item 13	28.0	18.3	53.7	
	Item 14	21.5	36.8	41.7	5.0 of 8
	Item 15				(62.5
		21.2	16.5	65.2	percent)
	Item 19	35.3	23.0	41.7	
Recall of names	Item 11	10.4	25.2	64.4	3.1 of 4
	Item 12				(77.5
		16.0	17.8	66.2	percent)
Counting and writing numbers	Item 01				
		5.7	13.8	80.5	
	Item 02	18.8	16.5	64.7	5.9 of 8
	Item 03				(73.8
		21.2	24.9	53.8	percent)
	Item 04	23.7	16.3	60.0	
Shapes	Item 09	15.1	36.8	48.1	2.7 of 4
	Item 10				(67.5
		14.6	30.9	54.6	percent)
Number operation	Item 05	24.0	27.7	48.4	
	Item 06	22.2	13.8	64.0	5.7 of 8
	Item 07				(71.3
		19.8	14.8	65.4	percent)
	Item 08	19.8	4.0	76.3	

Performance on the 2000 tests was far superior to performance on the 2001 test. This is partly due to the fact that there were a lot more centers to deal with in the nation-wide Grade 1 broadcasts, which mean that standardization of procedures, and supervision of the learning center was, at best, minimal. Differences between the test scores from one year to the next are to be expected, at least in the formative years of the program when systems have not yet stabilized.

At a general level, a conclusion could be made that urban centers were performing better than rural centers. The overall mean for the composite test was 27.9 of 44. The mean for urban centers was 29.6, compared to 25.8 in the rural areas. Data on the performance of learners by age showed an increase in performance as age increased, with all learners in the category of 18 year olds and older missing only one item, or getting a perfect score in the numeracy subtest. A conclusion that could be inferred from the fact that standard deviations were narrower for the numeracy subtest, in comparison to those of literacy skills subtest within each age group, is that examinees were more variant in literacy than in numeracy.

2003 Evaluation

ECZ administered an assessment in 2002 but the results were never finalized. The 2003 assessment conducted by EDC with the help of MOE focused on literacy and numeracy skills of IRI learners following the old Zambia Basic Education Course (ZBEC) syllabus. This was to be the last test of its kind because IRI has since revised the radio lessons to incorporate the NBTL as required by Ministry policy.

The 2003 evaluation sampled 992 learners in 55 IRI centers, both rural and urban in five provinces. While learners continued to demonstrate acquisition of important skills of literacy and numeracy, performance in 2003 dropped compared to 2001. This may be due to a larger and more heterogeneous sample in 2003 (992 learners in 5 provinces compared to 405 in two provinces). The mean score for numeracy was 63.0 percent (compared to 71.5% mean score in 2001), and 48.8 for literacy skills (compared to 56.6% mean score in 2001). The area in which learners showed weakness was in production of language and writing of language in particular. As in the previous evaluations, learner performance increased as the age of the learner increased, while sex differences in performance were virtually nonexistent. There were significant differences in the performance of urban versus rural centers in that all urban centers had a mean score of over 50 percent, while 10 of 24 rural centers had a mean score below 50 percent. However, 3 of the top 6 centers (that had a mean score of 70 or above) are situated in urban Lusaka, while the other three are in rural localities.

Highlights of the 2003 evaluation included:

- *Gender*: The population consisted of 49.7 and 50.2 percent male and female learners, respectively. Performance differences by sex were negligible in all skill areas as shown below. This is a known strength of IRI programs in many countries where IRI is implemented and has been borne out in all IRI evaluations in Zambia.

Table 18: Mean comparisons for female and male learners in 2003

Skill Area	Female	Male
Production of language	4.65	4.79
Comprehension of language	4.35	4.32
Recall of names	2.97	2.82
Counting and writing numbers	5.61	5.70
Shapes	2.09	2.22
Number operations	4.76	4.98
Overall Test Mean	24.05	24.29

- *Age*: The mean age of the learners was 9.0 years. The mean age for girls is 8.9 years compared to 9.2 years for the boys. There were differences in the mean age by province, e.g. the mean age of learners from Southern province was approximately 2 years more than the mean age in Central and Luapula provinces.

  The first age category which accounts for about 10 percent of the learners was that of children who are yet to reach the official school-going age and could be considered too young to be in IRI centers. The second age category of 7 to 13 year olds captured those who are the official age for primary education. The third and last category, about 3.1 percent, was that of 14 to 16 year olds, learners who would under normal circumstances be pursuing secondary education. Significant differences were also observed when the age categories were used to disaggregate performance.

  Age affects performance: the older the learners the better they performed. Hence, learners from Central and Luapula provinces performed significantly lower than learners from the other three provinces.

- *Guardianship:* Of the number reporting 71.1 percent of the learners had parents, while 28.8 percent were orphans as shown below. The numbers varied by province, with Luapula and Southern province reporting significantly higher numbers of orphans (55.3% and 40.8% respectively). Double orphans constituted 7.5 percent, while 21.4 percent learners had only one living parent. Compared to the 2001 evaluation where 33.2 percent of the children were reported to be orphans, the overall number of 28.8% was lower than that recorded in GRZ schools where orphans constituted 32% of the school going population. We suspected orphans may have been under-reported.

Table 19: Parent status and guardianship in 2003

Living Parents	Northern	Central	Luapula	Lusaka	Southern	All Learners
Both alive	74.5	80.6	44.7	85.7	59.2	71.1
Only mother alive	18.6	7.4	31.6	6.6	22.5	17.6
Only father alive	2.2	6.0	9.2	1.1	5.6	3.8
No living parent	4.7	6.0	14.5	6.6	12.7	7.5
Orphans	**25.5**	**19.4**	**55.3**	**14.3**	**40.8**	**28.8**

One reason that was proffered for under-reporting of orphans is the inconsistency between the official definition and cultural definition of orphans, where children are not considered orphans if they are adopted into the family of a close relative, albeit unofficially. Mentors have confirmed, from their personal knowledge of the children in their communities, that significantly more children in their centers were orphans, even though the adult guardians did not want to disclose that information about their protégées.

Performance by Locality: When disaggregating data by locality, three categories of urban, peri-urban and rural were used. Peri-urban areas in this case are those that fall within 15 kms of an administrative district. A typical peri-urban community will have at least one government school, in some cases a community school, and other amenities such as electricity and accessible roads. Poverty and/or income levels in peri-urban areas are not as high as in rural areas.

Table 20: 2003 Centers, by locality and name, performing above and below 50 percent

12 urban centers above 50 percent	**10 of 19 peri-urban centers above 50 percent**	**14 of 24 rural centers above 50 percent**
1. Bauleni 2. Garden 3. Kanyama 4. Kamanga 5. Chainda 6. Musenga 7. Luyeye 8. Mulyambike 9. Buyantashi 10. Tazara 11. Kasama 12. Chiba	1. Mulambe 2. Mwalushi 3. Paul Kalemba 4. Chimbele 5. Chisekesi 6. Linda 7. Mponda 8. Chibeka 9. Mulilo 10. Mweenda	1. Kamanampemba 2. Kapoli 3. Chipushi 4. Lwenge 5. Muzizi 6. Mishusha 7. Neverest 8. Cheelo 9. Kasikili 10. Kanchomba 11. Nangombe 12. Mwachilele 13. Nsemba 14. Lusitu
0 urban centers below 50 percent	**9 of 19 peri-urban centers below 50%**	**10 of 24 rural centers below 50 percent**
	1. Langiboy 2. Chipalila 3. David Ramushu 4. Kasoma Bengweulu 5. Moomba 6. Chitondo 7. Malandu 8. Molombola 9. Mwafuli	1. Kabwenko 2. Mbulwe 3. Kalombo 4. Mubanga 5. Chechemu 6. Chifunde 7. Misundu 8. Mpandwe 9. Chipembele 10. Chilyabale

As was expected, the highest mean score was for urban centers 28.1 (63.9%), followed by that of the rural centers at 23.5 (53.4). Peri-urban centers had the lowest mean score at 22.5 (51.1 percent). All 12 urban centers performed above 50 percent, compared to only 9 of 19 peri-urban centers, contrary to expectations. The rural centers performed well, with 14 out of 24 performing above the 50 percent score.

Of the centers which performed highest, with a mean of 70 percent or higher, three of these are in Lusaka province, one in Northern, one in Central, and one in Southern province. The spread of high performers throughout the districts suggests that IRI can

achieve high results under different localities, some of which are far from Lusaka where the best education support services are. Center specific factors are usually responsible for high performance, or the lack thereof, as was shown in the previous evaluation. For instance, in Tazara Farm in Mkushi, the farm owner has built a shelter for the center, and is paying the mentor K250 000 per month, and is also providing books and uniforms for learners.

To further illustrate the influence of center specific factors on mean performance, four of five centers which were sampled in Southern Province had performed well (Chisekesi, 71.9 percent; Cheelo, 69.0 percent; Kasikili, 68.0 percent; and Kanchomba, 67.3 percent). At 37.3 percent, Chipembele is the only center in this province that performed poorly. Once more, good performance in this province was due to the support given by the church through Fr. Tadeusz of Chikuni Community Radio Station in close partnership with the MoE through the ZIP.

On the very low end, eight (8) centers performed at 39 percent or below. In some cases, we were able to point to specific situations that affected performance, e.g. in Serenje, Central Province, children did not receive daily broadcasts for a significant amount of time, when they were sent home after their shelter was blown away, hence they missed a sizeable chunk of the lessons. In many cases though, there seemed to be a direct correlation between support from communities and performance.

Other Assessment Activities

Development of Grade One Test

The IRI test used for Grade One learners in 2001 and 2003 was based on the old Zambia Basic Education Curriculum (ZBEC). The introduction of NBTL in IRI therefore necessitated the development of a new Grade One test. The new test was developed over a period of time starting in March, 2004. EDC consultants Kathleen Letshabo worked with the EBS Grade 1 team, the Literacy Advisor and the EDC Research Advisor in developing the test. The process included analysis of Grade 1 terminal and instructional objectives as specified in the new syllabus. A content map was developed for English, Literacy and Mathematics. In these, instructional objectives that specify the content for the Grade 1 level were classified in a two-way matrix of terminal objectives by topic or skill area, e.g. reading, writing, speaking, listening, phonics or spelling.

The mentor's guide was particularly useful in selecting specific literacy and numeracy skills that are presented to IRI learners in each lesson. The purpose of the test is to assess and evaluate if learners have mastered basic literacy and numeracy skills and if they are able to understand simple communication as well as read and write in the local language by the end of Grade 1. The guiding principle during test development was that assessment procedures should match the intentions of each learning target, hence

behaviors that are to be elicited from the learners, including recalling certain facts and performing particular tasks, e.g. comprehension of language is demonstrated by acting out simple instructions.

The final test raised some interesting issues. EDC Literacy Advisor Fiona Edwards pointed out that the test is much more difficult than the test given in GRZ schools thereby raising the concern that by giving IRI learners a much tougher test, we are holding them to much higher standard and if they do not do well, they will be judged much more harshly. So the question for EDC/EBS is: should we administer the test given to GRZ learners or do we do a comparative evaluation and include GRZ learners in our samples so as to subject them to the same test?

Lesson Learned:
EDC/EBS will sensitize both the Directors of Distance Learning and Standards and seek their views on the new Grade One test, how it should be used and how the results should be disseminated.

Training of Test Administrators

Test Administrators from five provinces were trained in test administration from June 2nd to 5th 2003. The teams from each province included the following officers:

- Senior Education Officer (SEO) – Distance learning
- District Resource Center Coordinator (DRCC)
- Provincial Outreach Coordinator

Two EBS producers were also part of the team. In addition, due to their close involvement with the IRI program, the Zonal Inservice Provider from Chikuni and three trained teachers who are assisting with IRI outreach activities were also trained.

During training, participants

- went through each test item for Grades 1 and 3, subject by subject to ensure understanding of the skill that each item was supposed to elicit from the learners;
- practiced how to ask questions patiently so as not to offend or scare learners who might have a difficult time;
- discussed the mentor's questionnaire and focus group interview questions and
- pre-tested the Grade 1 test and practiced administering the Grade 3 test in 8 IRI centers in Lusaka.

Grade 3 Test:

Five provinces were purposively selected for the 2004 testing. These were Central, Copperbelt, Lusaka, Northern and Southern provinces. In each province, 10 centers were purposively selected and from each center, 15 learners per center were randomly and proportionately selected. Hence, the total number of learners to be tested was 750, representing 10.5% of the total G3 population (7,143 learners) at the time of testing.

It was agreed that when selecting centers, test administrators would identify the centers that performed poorly last year and go back there in order for us to compare results and get a better picture of what is happening. In addition, they make special effort to drop centers that have consistently been in the sample and have done well over the years and instead include centers that had never been tested.

Grade 3 testing was conducted from June 7th to June 18th, 2004 in Central, Copperbelt, Lusaka and Northern provinces. Testing in Southern province was postponed due to the fact that most of the centers in the province are in the Chikuni area and follow the Chikuni Community Radio broadcast schedule which is much slower than the ZNBC one and they were not ready for testing. Of the five provinces selected, Copperbelt was deliberately selected as a new province in which we have not tested before and from which we expect to gather new information and learn new lessons. It was determined that the results of this test would be combined with those of Grade One at the end of the school year for a more comprehensive evaluation.

Continuous Assessment

As part of an ongoing effort to ensure to monitor learner performance, EBS/EDC included a weekly assessment instrument in the revised Grade 1 mentor's guides. The instrument is intended to guide mentors in administering weekly continuous assessment to learners. Though we had always encouraged mentors to do it, we had never actually supported them with an assessment tool until now. In March, it was not clear whether mentors were actually conducting the assessment or not. So EDC/EBS decided to take deliberate steps in monitoring learner performance. The purpose of this exercise was to:

- Find out whether learners are able to read the core vocabulary as specified in the syllabus;
- Model proper assessment procedures for the mentor;
- Show the mentor that it was simple and encourage them to do it regularly;
- Give feedback to the mentor and encourage them to develop remedial work for those learners who are not able to read the words as specified and
- Provide feedback to EBS writers/producers as developers of the programs on areas where presentation/production of the lessons could be improved.

The instrument consists of 12 words, written in English, that learners are asked to read in the local language. The person assessing writes each word on a flash card, in local language and records on the instrument, next to each word if each child assessed has been able to read or not. Each word that is read correctly is ticked while the ones a learner is not able to read are left blank. The assessment is administered either by:

- Showing each word to a learner and allowing her / him to read it or
- Putting the cards upside down and asking the learner to pick a card at random and then read the words

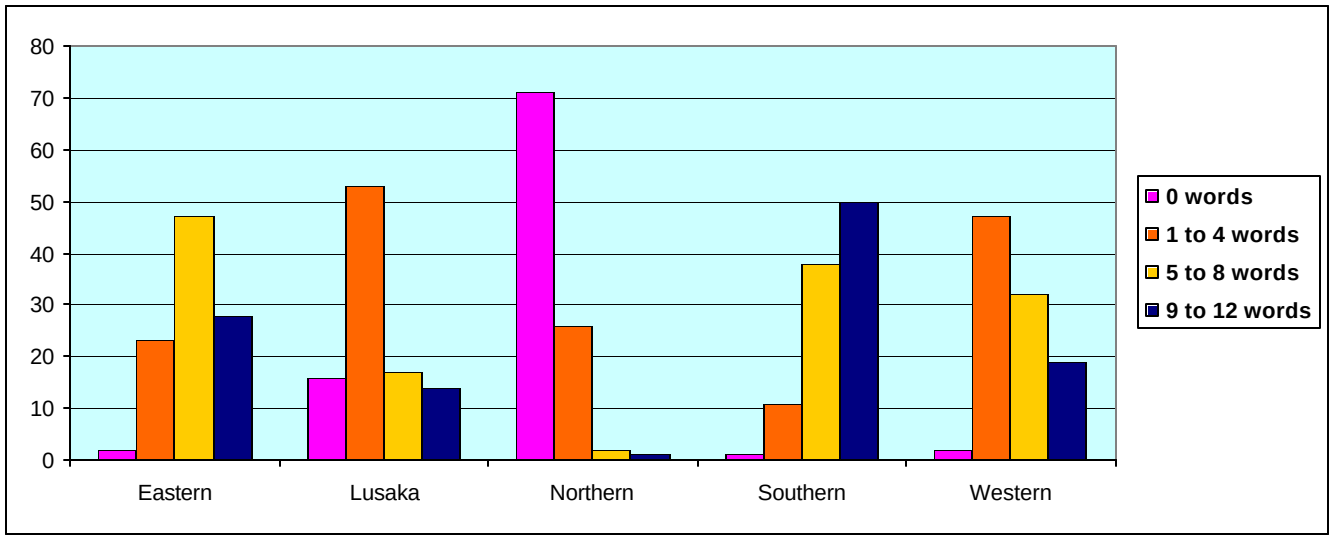
Each learner was given ample time to read the words. The words that the learner was not able to read were again shown to the learner to try again.

Centers were selected randomly. This exercise was initially conducted by EBS producers in Lusaka and EDC staff in Western and Northern provinces. Thereafter, the instruments were sent to all POCs who were encouraged to do the assessment in their provinces. DIPs and SEOs also participated in some provinces such as Western. When the Outreach Assistants were employed they were also asked to administer the reading assessment in their respective provinces whenever they went out to monitor centers. However, only data from the following 5 provinces was received:

- Eastern: 5 centers, 182 learners
- Lusaka: 20 centers, 232 learners
- Northern: 6 centers, 112 learners
- Southern: 17 centers, 482 learners and
- Western: 3 centers, 47 learners.

The graph below presents a general summary of how learners performed. With the exception of Northern province, the performance was typical of the first term of introducing literacy even in government schools according to the literacy advisor. In general, 32% of the learners were able to read between 1-4 words, 27.2 read between 5 and 8 while 22.4 read between 9 and 12 words. This was mostly in Southern province.

Figure 6: Grade One (Term One) Reading Assessment



The average reading performance of learners from the five provinces was as follows: The exercise presented a lot of useful lessons. Clearly, more needs to be done in this area to ensure that we have a good sense of how learners are performing at any given time and to map out strategies for supporting them.

Lessons learned:

- *Mentors need more guidance on conducting continuous assessment.*
- *In most of the groups assessed, there was always at least one child who could read 8 out of 12 words, one who is not able to read at all and a number that can read between 4 and 8 words.*
- *In many instances, though learners were not able to read whole words, they were able to make the correct phonetic sounds associated with different letters.*
- *Continuous assessment should be incorporated into regular monitoring, coaching and supervisory activities*

OUTREACH

Outreach refers to inputs into the system to strengthen and make the IRI program more effective. Until 2003, outreach was done in an ad hoc manner, if and as MOE officials' time and budget allowed. In fact, it had basically ground to a halt in many provinces with the exception of when MOE officials collected data for a specific purpose such as training. Peace Corps volunteers tried to monitor centers in some places where they had initiated centers, as did EDC and EBS staff. However, for the most part, it was uncoordinated and limited in scope and impact.

Outreach has to be coordinated and supported in order for the IRI program to be effective. However, as mentioned earlier, EBS is a broadcasting institution that has neither the staff nor the skills to organize community-rooted learning centers. It provides the means to learn, not the management of learning. It must rely on communities themselves and public and private-sector organizations that work with them to organize and manage learning centers. The ability to recruit and retain mentors and to provide somewhere for them to meet learners is a critical factor in the success of the program.[12]

For the most part, communities have proven that they can manage the learning though of course in varying capacities. They have gone to extraordinary lengths to provide venues, support mentors and sustain the learning. Sometimes, they have done it with little or no guidance or outside support. But where they have received guidance and support from churches, individuals, etc. they have done even better.

More importantly, communities appreciate the rare opportunity the IRI program has provided in allowing them to taking responsibility and control of their children's learning – for many, it is much more than participating in PTA activities, it is going into partnership with their government to make education accessible to disadvantaged learners through an alternative system and taking pride in knowing and accepting that the ultimate responsibility in ensuring the delivery of such education lies more with them, than in government.

EDC support of outreach efforts has been primarily through the POCs and partners such as the Peace Corps. The purpose of outreach activities is to strengthen the IRI system on the ground through by focusing on three areas:

- Data collection;
- Monitoring of IRI centers;
- Supervising and coaching of mentors
- Partnerships and sensitization for the purpose of supporting mentors and centers and

[12] *See 2000 Evaluation Report*

- Training

With the engagement of POCs, for the first time, monitoring activities were extended to some of the hardest to reach places in the country where MOE had never reached to collect enrollment data, monitor centers and sensitize communities. For example

As a result of POC activities, the average number of centers monitored countrywide per month went up from between 10—20 per month in 2002 to 186 in 2003-2004.

Data collection

The collection, entry and management of data have posed some of the biggest challenges for the program over the years. In 2001 when the program went to scale, we reported 169 centers reaching 7,782 learners, while in 2002, we recorded 315 centers and 14,093 learners. These figures were provided by MOE officials in provinces and districts, who were charged with collecting data. However, due to other commitments as well as difficulties in accessing transport and/or fuel, there were some questions regarding the accuracy of the data, as it was often very difficult to verify it, even in provinces as close as Lusaka. In 2001 for example, 244 centers and 9,807 learners were recorded. However, we were only able to verify and report data from 169 centers recording 7,782 learners.

Similarly, 2002 data posed some considerable challenges. MOE officials held a consultative meeting at the beginning of the year and committed to collecting data two weeks after commencement of broadcasts, but the reality on the ground did not permit that. Hence, data trickled in very slowly throughout the year and while we were eventually able to report over 14,000 learners, the data were not disaggregated by grade, which was a crucial element being the first year that we had two sets of cohorts going through two cycles/grades in one year (hence, we had Grades One and Three in the first cycle and Grades three and Four in the second cycle). In addition, the system of collecting data was weak as evidenced by huge discrepancies between the number of centers reported vs. those from which data was received in some provinces, e.g. Copperbelt reported 53 centers but only for only 4 were received, Northwestern reported 51 but sent data for only 27 while Western reported 35 but only data from 4 was received.

But as mentioned above, data collection improved considerably in 2003 and 2004 in terms of the process of collection, reporting, entry and accuracy largely due to the efforts of the POCs. Data collection efforts were intensified, as one of the main activities in the POCs' Terms of Reference work was to visit centers and collect data. In addition to collecting data on IRI centers, POCs have also done a commendable job in assisting the program to get a better sense of the community schools using IRI. The Zambia Community Schools Secretariat (ZCSS) is supposed to keep a record of this and were able to provide a list of 252 community schools in five provinces and 274 teachers who

were trained in IRI methodology in 2002 but the IRI data which is more accurate shows that 188 community schools are using IRI.

Monitoring, coaching and supervision

All POCs developed workplans at the beginning of the year (2004) to guide their work and guide the national outreach efforts in monitoring what is happening in specific provinces. The actual number of centers visited varies from month to month and from province to province. Depending on specific workplans, a POC might dedicate one month to visiting as many centers as they can reach for the purpose of collecting data or monitoring centers and in the following month, he or she might dedicate more time to sensitizing individual communities or organizations to support IRI centers and mentors while another month might be committed training activities see Appendix C for an example of a POC workplan.

POCs send reports of their activities every month. Specific month by month activities are appended (Appendix D).

In addition to the activities mentioned above, a deliberate effort was made in 2004 to monitor and document the actual conditions within which the centers operate. This activity was carried out by the POCs and the Outreach Assistants using the monitoring instrument appended in Appendix B. A lot of useful things were learnt, for example:

- Sex of mentors: 57.7% are male while 42.3% are female
- Age of mentors: the youngest is 19yrs and the oldest: 67yrs
- Level of education: 66.6% of them have completed Grade 12 while 17.4% have only reached Grade 9
- Distance from GRZ school: they vary from 100 m to 25 km

(See final IRI monitoring report).

POCs are supported by the Outreach Advisor whose activities include visiting the provinces, forging and ensuring cordial relations between the POCs and the MOE staff they support, POCs and local leadership including chiefs and chieftenesses, councilors, etc. sharing information, coordinating activities, organizing and facilitating training, official tours, etc. intervening wherever issues occur in the communities, with MOE, etc.

Lesson learned:

Outreach activities such as monitoring should be decentralized more to involve center support committees and ZIPs at the zonal levels. Support in data collection should be provided to communities and ZIPs who need it. EDC should take advantage of the MOE system to develop systems of feeding the information from the grassroots to the top.

Training

Training facilitates building information and basic skills in mentors and community school teachers, as well as, POCs and some MOE staff the implementers of the program. Training also orients implementers to MOE and IRI program requirements, including different data collection, monitoring and testing instruments to facilitate them to perform their functions/roles in line with growing demands of the program. Supplementary training by radio trains implementers on how to use IRI program. Table 21 summarizes the training undertaken by the program in 2003 and 2004.

Table 21: Training Conducted for IRI 2003-2004

Target Group	*Type of training*	*Dates*	*Place*	*Number of Participants*	*Conducted By*
IRI Mentors	• Life skills master training • Life skills mentor training	June 2003	EBS Lusaka	• 54 • 400	YouthNet EBS
POCs	• IRI, NBTL & life skills • Data collection & monitoring • Partnerships and sensitization	July 2003	Andrews Lusaka	17: 13 male & 4 female	EDC EBS
IRI Mentors	• IRI, NBTL & life skills	January 2004	Musa Kasama	50	EBS MOE EDC
IRI Mentors	• IRI, NBTL & life skills	Feb 2004	Barn (Lusaka) Mwekera (Kitwe)	60 10	EBS EDC MOE
IRI Mentors	• IRI, NBTL & life skills	March 2004	Chikuni Chipata Lundazi Mongu		EBS EDC MOE

			Mazabuka	16	
Outreach Assistants	• IRI, NBTL & life skills • Data collection	April 2004	Central Copperbelt Eastern Luapula Lusaka Northern N/Western Southern Western	7	EDC EBS MOE
			Total		

Partnership and Sensitization

In order for the IRI program to be effective, it is crucial that all stakeholders, including communities, churches, NGOs, individuals and indeed the MOE are well informed, and embrace the IRI program. Sensitization is generally done through meetings, workshops and seminars. As a result of the outreach team's sensitization efforts, several partnerships were initiated in 2003 which grew stronger in 2004 leading to more support for communities, mentors and centers.

Communities/churches

Substantial progress has been made in sensitizing various sections of the community to support IRI activities. For example, Barotse Royal Establishment gave land to five IRI centers in Mongu and Kaoma districts. In other areas like Mkushi district, using community contributions (in kind and/or in cash) communities and the PCVs organized a one day orientation for mentors on IRI methodology in June 2004. Among other things, mentors were taught how to fill in enrolment forms, monitoring instruments and registers correctly. In Luapula, where mentor attrition is high, communities donated bundles of fish and cassava to support their mentors. Individual farmers in various parts of the country such as Mkushi farm block, which are generally located far from conventional schools, are also supporting IRLCs in many simple and practical ways from learning materials to upgrading centers, paying mentors, etc.

The Catholic church, through the Chikuni Community Radio station in Monze district of Southern province has been an impressive partner since the pilot. They have kept all the old centers going, by sensitizing communities and holding them to the promise of supporting mentors, replacing mentors as they move on to teacher training or to other activities. In addition, they have held monthly mentor meetings to motivate the mentors by giving them space to bring issues to the organizers, including the MOE and to get support on how to teach more effectively or how to prepare teaching aids. Chikuni has also held annual quizzes and open days celebrations for all the 'Taonga' learners through games, songs, competitions, etc. Other churches supporting IRI countrywide include the Pentecostal church, United Church of Zambia and the Evangelical Fellowship of Zambia.

It is clear that the quality of services in centers varies and that the quality of services affects learning. Some examples will illustrate the kind of support that affects learning outcomes. Following are examples of community support for four centers that performed *well* on the 2004 achievement tests.

The RaceCourse IRI Center in Kitwe district was started in 2001, and is unusually well organized. It has two trained mentors and three classes. It has a strong center committee. Learners' parents and guardians contribute K1,000 per child per month. The community has built a house for a mentor and classroom for learners. The mentors devote all their time to Taonga centers. The center has received some support from donors such as Irish Aid in the form of educational materials. The Ministry of Education is also supportive and has provided chalk, pencils, exercise books as well as readers (this is quite rare). On a recent visit, learners were able to read and answer rather difficult comprehension questions.

Kawama East in Mufulira District is described as a very poor community. The IRI center started in 2001 and has three classes and two committed mentors, one of whom has been trained. The IRI center meets at a community building which accommodates a community school in the morning, and the IRI center in the afternoon. There is as strong center committee which provides exercise books and clothing to the children, digs river sand to sell to support the mentors, and is looking for a plot to build a permanent structure. The community is currently going to GRZ schools asking for broken desks which they plan to use when they build. Mentors keep good records on attendance and were observed to conduct pre and post broadcast activities. The community school charges a fee and children who are not able to pay that are the ones that end up in the IRI center. The MoE in Mufulira seems committed to supporting community schools and has been including them in a variety of activities and providing materials such as chalk and readers. The MoE has been accompanying the outreach people to visit the center.

Powerline IRI Center in Kapiri Mposhi is located in a town which is a major transit point for Tazara railway line and major farming town with lots of NGOs. However, the nearest government school is far from center, so local farmers offered land for an IRI center. The learners pay K1,000 each per month toward mentor support, and K2,000 for chalk and exercise books. The community also provides additional support by cultivating the mentor's field and building a house for the mentor.

Indeed communities and churches, where they have understood their roles, have been instrumental in supporting IRLCs. More than three-quarters of centers are housed in churches or community halls or individual's houses as noted in reports from Northwestern, Central and Northern provinces (Appendix C).

NGOs

Outreach has made special effort to forge partnerships with NGOs. Partnerships initiated in 2003 grew stronger in 2004.

World Vision

World Vision has become one of the strongest partners. The head office has encouraged its local level offices to support IRI. Among other things, they have assisted communities in setting up centers, donating radios, cost-sharing in mentor training as well as adopting centers to which they have provided learning materials, clothing for mentors and learners and even assisted communities to start income-generating activities from which the mentors and centers would benefit. The partnership is particularly strong in Northern province (Mpika), Western (Mongu) and Chongwe in Lusaka.

In 2004, World Vision contributed radios, funds for mentor training, educational materials and clothing worth $11,303.17. Specific support and areas included:

The donation of Freeplay radios to seven provinces as follows:

- Chongwe district (Lusaka) – 21
- Chipata district (Eastern) – 7
- Kalomo district (Southern) – 21
- Kawambwa district (Luapula) - 21
- Mbala and Mpika districts (Northern)– 21
- Mongu district (Western) – 21
- Petauke district (Eastern) - 21
- Solwezi district (Northwestern) – 4
- Educational Broadcasting Services - 50

In addition, World Vision donated the following to IRI centers:

- 11 Boxes of clothing valued at K2,525,000
- 10 boxes of pens valued K250,000 and
- a cash donation to Kamanga IRI Center of K250,000

Finally, World Vision contributed funds for mentor training in the following districts:

- Chongwe (Lusaka) – K2,327,250
- Mbala and Mpika (Northern) – K13,000,000

Project Concern International (PCI)

PCI is supporting many IRI centers in Lusaka province through a school feeding program, e.g. Chibengele Center in Lusaka which started in 2000 as one of the original

pilot centers. It has two mentors and 110 learners in three classes. PCI trained two community members on how to cook for the children at the center. Orphaned children at the school are also identified and each household is given 50kg of mealie meal per month (the idea is that children have at least two meals, at school and another at home). To qualify for the 50kg, the child must have attended at least 4 days of school each month so attendance is quite high. Hence, communities are enthusiastic about participating in supporting the center.

Harvest Help Zambia (HHZ)

Harvest Help is situated on the Lake Kariba shoreline in the Gwembe valley, a remote semi arid region in Southern province. HHZ is an inter-denominational NGO with a broad approach to development, which has had a strong relationship with the MoE in Siavonga district for a long time. Its goal is to assist the MoE in enhancing the quality of education to the Siavonga and Gwembe population. Among other things, HHZ provides technical support through training of teachers in areas where they lack skills, emphasizing both formal and informal methodologies.

Their education program, which is funded by the Department for International Development (DfID) and Harvest Help UK, has supported the MoE in the establishment of 22 basic schools in Siavonga and Gwembe districts. The communities in their catchment area are migratory families which were forcibly resettled from the Zambezi Gwembe Valley flat land by the construction of the Kariba dam. This is a drought prone area in which development is difficult due to rocky terrain not suitable for farming. HHZ was initiated by two flying doctors who were concerned about the plight of the Gwembe Valley communities in the area.

A community must express the desire to have a school before HHZ can start. The communities build the schools and staff house with materials and training from HHZ. They generally start as community schools with untrained teachers which eventually graduate into GRZ basic schools and are then handed over to the government. HHZ is currently working in 8 basic schools which have learners enrolled from Grades 1 to 7. They run the schools jointly with the MoE which has provided 5 trained teachers per school. HHZ has also assisted communities to set up 5 community schools and is helping DEBS office with monitoring 20 others along the lakeshore and in some parts of Gwembe valley. In addition, they have set up 15 centers for adult literacy groups.

HHZ engaged two teachers (a deputy head for a local basic school and a lecturer at Charles Luwanga Teacher Training College) to serve as project coordinators for the education program. In 2004, the two coordinators, due to their background in education realized that the IRI program could be adopted into their community schools and the adult literacy classes to support the untrained teachers and enhance quality. They contacted the Zambia Community Schools Secretariat (ZCSS), which provided radios

and then met with EBS/EDC to finalize their plans to introduce IRI in Siavonga and Gwembe districts. These plans have been endorsed by the DEBS in Siavonga who is very positive about encouraging the use of IRI in his community schools.

This collaboration has not only benefited HHZ but is also good for us as it has been difficult to instigate the opening of IRI centers in this southern part of the province, in which we knew there was a need.

The collaboration plans are that HHZ will pilot IRI in 4 basic schools (1 in Gwembe district and 3 in Gwembe valley of Siavonga district). In addition, HHZ will provide monitoring to these schools and community schools and the adult classes where IRI will be started. EBS/EDC included the two coordinators in a training that exposed them to IRI methodology and monitoring skills.

Peri Urban Self Help (PUSH)

PUSH, which works in 6 provinces including Southern, Western, Lusaka, Copperbelt, Central and Northwestern is emerging as a useful potential partner. Like PCI, PUSH has a good supplementary feeding program in schools and income generating project, as short term and long term measures, respectively. They have a keen interest in introducing IRI in their community schools and have expressed commitment to train their mentors in IRI methodology. They are currently supporting one school using IRI in Kafue district.

Community Schools

Current data indicates that that IRI has expanded to a total of 647 centers in all nine provinces of Zambia. Of these, 188 are community schools. The introduction of IRI in community schools occurred in a variety of ways. In rural provinces such as Northwestern, where community schools were getting little support, MoE staff took deliberate steps in encouraging the introduction of IRI into the schools from the onset when IRI went to scale in 2001 as an alternative to conventional schooling for orphans and vulnerable children. In several other instances, it was more spontaneous: community school teachers, coordinators or supervisors accidentally overheard "Learning at Taonga Market" on the radio or were told about it and realized it was a fun and easy way to teach children and introduced it in their classes. Finally as IRI expanded, IRI centers who met the criteria required by the Zambia Community Schools Secretariat (ZCSS) were encouraged to register with ZCSS in order to access MoE grants that government introduced as a way to support community schools in 2002.

ZCSS is the umbrella organizations of all community schools in Zambia. However, there are several other organizations to which community schools are affiliated. Of the

188 community schools registered as using IRI, 39 are affiliated to ROCS, 19 to ZOCS and 8to BOCS. The rest are affiliated to other organizations such as Harvest Help, or churches such the 11 run by Brother Hayes in Mazabuka.

Reformed Church Open Community Schools (ROCS):
Supported by the Reformed Church, ROCS' objective is to promote, support and facilitate the provision of quality basic education in their affiliate community schools in order to reduce illiteracy levels among orphans and vulnerable children in Zambia through community participation and ownership. Their stated overall goal is "to improve literacy levels or orphans and vulnerable children in rural and peri-urban areas of Zambia and create opportunities for them to be self-sufficient in future"

ROCS' activities include the following:

- supplying teaching and learning materials;
- training of volunteer teachers
- Facilitation of the improvement of infrastructure in schools through construction of permanent structures
- Promotion of good hygiene practices and improvement of children's health through provision of clean and safe water and VIP latrines
- Strengthening the institutional capacity of school management committees
- Promotion of community self-sustainability through income-generating activities in order to improve livelihoods

Zambia Open Community Schools (ZOCS)
ZOCS, an NGO whose goal is to provide free basic education to vulnerable children of school-going age who were not in school due to the impact of HIV / AIDS and poverty, was started in 1992. It is supported by a variety of donors, including Irish Aid, Norad, Unicef, Care and the MoE.

ZOCS schools target vulnerable learners between 9-18 years of age especially girls and orphans whose families are unable to send them to government schools due to the cost and / or shortage of school places. At first, ZOCS schools were staffed by volunteer teachers with a minimum of Grade 12 certificate from the local communities. ZOCS and the MoE provides them with the ZATEC teacher training course. Over time however, ZOCS started to provide allowance to the teachers according to qualifications and years of service. The allowances range from K50,000 to K200,000 per month. Some teachers are supported by their communities.

Every school has a parent committee which ZOCS provides training to in building, school management, financial sustainability, income generation, utilization of teaching and learning materials, community development, etc. In addition, ZOCS does help communities by providing materials including teaching and learning materials, building supplies, drilling of boreholes, furniture and transport. ZOCS schools benefit

from the MoE grant of K2,500,000 per term as well as school bursaries for some children.

In the beginning, ZOCS provided a four year primary education programme, using the SPARK curriculum which essentially compresses the seven year basic primary course into four years followed by an additional 5th year which focuses on livelihood / skills training. According to their mission,

"ZOCS exists to enable some of Zambia's most needy children to access education, especially orphans and girls, By giving children the opportunities to acquire the knowledge and skills they need (now and later) to develop to their full potential, we give them hope for their future"

ZOCS data:

Provinces covered	Central Lusaka
Districts	Kabwe – Central Kafue - Lusaka Lusaka – Lusaka
No. of schools	25
No. of learners	6,000
No. of teachers	165

ZOCS involvement with IRI:

ZOCS initially came up with the idea of providing radios to their teachers prior to the inception of the IRI program. Their idea was that the radio could be used to expose and inform teachers to a variety of issues. When the IRI program went to scale in 2001, ZOCS encouraged their teachers to tune in to the program and use it as a resource to supplement their teaching. An informal assessment after about a year found out that some schools had embraced IRI while others had not. The two main reasons that came from the teachers for not using the radio were that they had lost or broken their radios or that their communities were not sensitized and hence did not support them in following the Taonga lessons.

In early 2003, ZOCS requested EBS / EDC to participate in a two-day sensitization workshop, one day for teachers and a second day for community members and supervisors. A total of 29 teachers and 14 supervisors were trained. Out of the 25 ZOCS schools, 19 are using IRI.

ZOCS teachers who have been involved with IRI generally applaud it. Says one teacher from City of Hope school:

> *"… we started our Taonga classes in 2003 with Grades 1 and 3. We meet in the afternoon after the regular classes. The reason for starting late is the community had no idea of what this programme as all about until when we had a sensitizing workshop. Afterwards, a good number of children were registered, amounting to 90, 60 boys and 30 girls. As for now the programme is going on well. The children are enjoying the lessons and are able to respond with little help from the mentor – responding to the radio. Children are eager to learn despite of distance. Children are now able to read and write, which boost the moral of the* mentor"

However, there are some challenges which include having only one radio for the whole school, difficulty in learning songs because "time is short". The school plans to acquire more radios and enroll more children in the coming year as well as accommodate the growing number of parents who are attending the Taonga classes and showing a real interest in learning.

ZOCS staff note that the IRI lessons are well prepared. However, they have difficulties following the two-cycle system and suggest that IRI should follow the regular school calendar, they note that scarcity of learning and other materials in some IRI centers does make learners prefer schools with materials and programs such as school feeding.

Buyatanshi[13] Open Community Schools (BOCS)

BOCS is an NGO that was started in 1998 to alleviate the plight of widows, the orphans they were caring for and other vulnerable children by providing education. It is run by a board of governors / directors and is funded by German well-wishers who provide money, clothing, and educational materials. BOCS has two social welfare officers who go into the communities to identify the most needy children. The children are then sponsored. The largest amount of support goes to the double orphans in the form of food, medical and other supplies such as clothing. Widows whose children are sponsored also benefit from the support. The organization generally sponsors only one child per family.

BOCS runs 8 community schools in Kabwe, Central province. Teachers take special care to identify the status of the learners at the time of registration. They are typically classified as single or double orphans. The teachers, who are generally retired teachers with teaching diplomas are paid an allowance of K180,000 per month. Untrained

[13] *Meaning 'development'*

teachers receive K160,000. Communities also support the BOCS schools by providing labor and raising funds for things such as building materials.

BOCS introduced IRI in their schools in 2004 after sensitization from the Peace Corps volunteers and the POCs. They say the learners enjoy the radio lessons very much. In addition, the teachers really appreciate the life skills taught by the radio teacher which they say some teachers do not want to teach due to cultural taboos.

Monthly meetings are now held with the ZCSS and more partnerships are planned with the associate members in the coming year.

Community Radio Partnerships

Outreach and supervision is assured by provincial and district education officers and their in-service and outreach providers. Recently, the program has made use of third year Peace Corps volunteers, a resource that could be explored to supplement and enhance community radio capacity.

In an effort to ensure sustainability, the IRI program has been incorporated within the MOE with provincial and district education officers responsible for the functioning of the program in their areas. Provincial and district outreach officers have also included the supervision of the IRI centers within their job descriptions. While the theory of inclusion within the provincial and educational districts is valid, it means too that IRI programs suffer from inherent weaknesses within the Ministry at all levels. One clear problem is the lack of transport for those responsible for the outreach and supervision of the IRI centers.

Given the nature of programming, inadequate training and/or motivation of mentors and their supervisors and with 5 separate grade programs broadcast each day, there is much opportunity for confusion within the communities. Long distances, with little opportunity for regular visits and with little or no opportunity to express questions and/or problems often leave communities to their own devices. Under this environment, even minor problems often lead to classroom disruption. Major problems including broken radios, scheduling confusions and dissatisfied or ill mentors are not readily or quickly picked up on by provincial and district supervisors.

Consequently there seems to be a wide difference in quality of center sites directly related to supervisory and outreach support. Confusion on community roles and responsibilities are present and community committees and mentors are not always receiving needed support and advice.

While community radio is not a total solution to these problems associated with the implementation of such a complicated and broad educational program, it can indeed go

a long way in alleviating some of the many frustrations that have been identified at existing centers.

As a catalyst to change, it is quite clear that community radio has a key role to play in helping to improve existing centers, helping communities to better understand their role in the functioning of the centers, adapting program schedules to better meet the needs of communities, and promoting center expansion to respond to desires and needs identified by participating communities. The stations help to promote the IRI program, maintain local interest, express problem areas on behalf of the communities and relay essential messages both from and to EBS, local education officers and the MoE.

Since inception, the IRI program has relied on ZNBC. While ZNBC ensures national coverage, because of its national scope, it has not always been able to adequately address local problem needs. For example, one problem noted is the frequent disruptions in broadcast in certain regions due to power interruptions at repeater broadcast sites. Often, ZNBC and EBS are unaware of these disruptions. IRI schools in certain provinces and districts may thus lose daily broadcasts, which can not be repeated due to the national nature of EBS' broadcast arrangement with ZNBC. But as noted above, communication between mentors who are often in difficult to reach places, the district and provincial MOE offices and EBS has posed one of the biggest challenges.

The marriage between community radio and the IRI program seems almost pre-ordained. IRI centers are designed to be organized, run and supported by local communities. Communities must first demonstrate a desire to participate in the program by expressing an interest, identifying a teaching area, ensuring minimum number of interested students, ensuring the support of parents and identifying and supporting a qualified mentor. The burden placed on the community demands that the IRI program engage in a vigorous outreach and education process. In January, EDC formalized relations with six Community Radio stations in the following provinces:

- Eastern province – Radio Breeze (Chipata) and Radio Chikaya (Lundazi)
- Copperbelt – Radio Icengelo (Kitwe)
- Southern – Radio Chikuni (Monze) and Mazabuka Radio (Mazabuka)
- Western – Radio Lyambai (Mongu)

The purpose of the partnership was to use the community radio stations in promoting education in general and "Learning at Taonga" market in particular. After a week long workshop in January 2004, each community radio station embarked on a massive sensitization campaign and either started 10 IRI centers or attached itself to 10 existing centers. They also participated in mentor training which took place in February.

As per the agreement, EDC procured a variety of equipment for all six participating stations which included computers, consoles, speakers, marantz CD players, CD

recording/dubbing machines, studio hub wiring systems, computer software, broadcast tools and intercom panels, while the community radio stations aired promotional programs, re-broadcast Taonga lessons, including mentor training on radio and gathered center profiles. Appendix E illustrates all the promotional programs.

The biggest contribution from the stations has been in the area of sensitization. All stations are running a variety of programs on a daily basis covering a variety of issues pertaining to IRI such as sensitizing communities about their role in starting up centers, supporting mentors and centers, etc. There is evidence that more people are now beginning to understand the "Learning at Taonga" program. Such promotions have attracted the attention of varied audiences, including inmates, women's groups, etc. Appendix H presents examples of programs aired by each of the participating stations.

In addition, the radio stations are playing an important role in relaying messages and ensuring better communication, particularly between EBS and mentors. Even in provinces like Northern and Luapula where we have not formalized relations with any radio stations, the POCs have been using their local stations to send messages to mentors, e.g when they need them to attend training or pick up materials. Clearly, the stations are closer to the people and mentors and communities are responding very well to hearing their own names or names of their centers being heard in the airwaves, with messages such as *"mentor from Kasama Village, can you please report to the PEO's office tomorrow"*)

All the radio stations aired at least 8 different promotional programs for IRI. Four radio stations, i.e. Chikaya (Eastern province), Chikuni (Southern), Lyambai (Western province) and Mazabuka (Southern province) opted to re-broadcast the Grade One programs in addition to the promotional messages. Two of these, Lyambai in Western province and Chikaya in Eastern province (near the Malawi border) actually contributed a huge service given that the areas they broadcast to have erratic service from ZNBC. For example, in February, ZNBC went off air at one time for a total of 8 days due to an electrical fault. Radio Lyambai was left as the sole station residents of provincial capital Mongu and surrounding areas could listen to.

Overall, the participation of community radio stations led to:

- Stronger relationship between the MoE, POCs, mentors and communities;
- More enthusiasm from communities and mentors as they feel supported and encouraged;
- Better connection between communities and mentors;
- More support for the program from local and traditional leaders;
- The formation of 58 new Taonga Centers with all participating communities well informed of their responsibilities and the process involved in application and registration for centre status and training;

- Vetting of all new centers by ZIPS and official approval by DEBS. The new centers started providing grade 1 lessons only and now due to expand classrooms to include grades 2 and 3 in 2005;
- Enhancing of mentor training through the broadcast of EBS developed radio instruction programs designed to supplement face-to-face mentor training given just prior to the start up of the new school year;
- Expansion of broadcast reach to include the Mongu district in Western Province and many dead zones in Lundazi and the Southern Province;
- POCs and local District Education officers have profited from community station involvement through easy access for broadcast of public service announcements in appropriate local languages and through information and more regular feedback obtained from radio broadcasts;
- POCs and stations working effectively to ensure relevant programming and exchange of information. In Mongu, the DEBS and DESO expressed their appreciation for the work of radio Lyambai during an "open day ceremony organized by the radio station in June;
- Demand for new centers especially for the younger aged children who are not able to walk the long distances to public schools and
- Strong feelings on the part of villages that the IRI centers are going beyond simply teaching their children. In part, this is due to fact that mentors are from their own communities and as one elder said, "they won't run away".

On the other hand, the partnership with community radio stations has created some challenges, e.g. as more and more people get to hear about and understand IRI, they are asking to participate which is leading to overwhelming demand to open centers, infrequent site visits to gather information, occasional non-respect of broadcast production schedule resulting in repeat broadcasts of certain shows, transmitter equipment failure at one participating station and limited broadcast range and dead zones in certain areas.

Future plans:
Based on both the strengths and weaknesses noted during our first year of collaboration, EDC should expand and improve community radio activity in the following ways.

1. Develop, conceive and broadcast IRI radio campaigns to be produced and broadcast by participating community and local radio stations.
2. Expand number of participating radio stations by inclusion of all remaining legally recognized community stations in Zambia,
3. Increase stations ability to produce quality campaigns by providing continued on site training, supervision and production equipment needs.

4. Address the problem of information gathering through facilitation of transport allowances for each participating radio station (EDC will explore an arrangement for POCS and station personnel make visits together)
5. Conclude broadcast agreements with community radio station for broadcast of grade 1,2 and 3 programs during 2005 and expansion to include higher grades in 2006 and 2007.
6. Develop, produce, adapt and broadcast regular in-service teacher training radio productions.
7. Develop and implement monitoring and evaluation plans for community radio activities
8. Use local stations to adapt life skills segments of current IRI programs into local language to reach a wider audience.

As with community radio partnerships, considering the magnitude of IRI program, outreach is exploring further partnerships with PUSH, Christian Children Fund (CFF), PLAN and Project Concern International (PCI), to mention a few organizations.

Summary of outreach successes

A summary of the most memorable achievements and successes of the program include:

- Lusaka province: October, 2003: The Permanent Secretary and senior education officers visited Nang'ombe IRI center in Chongwe
- Southern province: October 2003: Senior MOE officials toured Chikuni IRI centers, the visit was featured in the local radio as well as on national television and won a journalistic award a few months later
- Northern province: In the month of November 2003 alone, the POCs conducted 15 sensitization meetings targeting government line department staff, NGOs, churches and MOE.
- Northern province: POC activities were highlighted in the national radio during 'DISTRICT NEWS' and in one of the national papers, The POST'
- Copperbelt province: Between July and August 2003, the POC working through MOE structures reached 63, monitoring and collecting data
- Luapula province: Between November and December 2003, the POC penetrated local villages/leadership around the Lakes of Bangweulu and Mweru, and discovered the fishing camps had large numbers of out-of-school children (and OVCs) in need of the IRI program
- Western province: In June, 2004, the POC, in conjunction with the MOE and Lyambai Community radio station, organized a memorable IRI Open Day. The colorful ceremony to celebrate IRI in the province included the Induna Kalonga, representing the Litunga from the Barotse Royal Establishment as the guest of honor. Over 500 people marched through the main street to the Mongu stadium, including IRI learners, mentors and MoE officials dressed in colorful Taonga T-

shirts led by the St. John's Brass Band, basically bringing Mongu to a standstill as residents, marketers and shopkeepers abandoned their businesses and lined up to survey the spectacle. It was a great sensitization opportunity that highlighted the opportunities IRI offers to orphans and vulnerable children. The Taonga children felt proud and wanted because this was their day. Said the Induna, *"through our structures we can enhance the enrolment of these children into IRI centers. Now that we understand the principles and objectives of IRI, we pledge to stand by your side educating our future. We cherish education because we understand its benefits. As you may recall, the first school in Zambia was built in Barotseland …"*

- In the Copperbelt, Icengelo Radio station developed a very strong partnership with the MoE staff where they almost became permanent fixtures in the first months of the promotional programs. The joint sensitization programs by the station, MoE and POC were very effective. The station was able to communicate to communities over the radio exactly when the MoE would be visiting their communities or would be undertaking certain activities. They have also received a lot of inquires, on phone or personal visits on the IRI program as a result of the sensitization. One of the things they are most proud of is a 62 year old woman who was featured on radio talking about how the Taonga program has given her an opportunity to learn how to read the Bible and count money
- Free Play Foundation – donation of 900 radios (300 in 2003 and 600 in 2004)
- World Vision - donation of radios, cash and clothing for mentors, funds for mentor training, income generating initiatives to support mentors and centers, etc.
- Peace Corps - commitment to provide 16 new Taonga volunteers each year for 2 years beginning in 2004.

Lessons learned:

- *EDC should also seek more partnerships with NGOs, churches and other organizations that can provide support to mentors and learners to improve mentor and learner motivation, retention and attendance.*
- *Outreach efforts of sensitizing communities through partners have been effective and should be continued. But EDC should work with the MOE to set some limits, e.g. in expansion of centers. There is need to be open about what the MOE and supporting organizations can realistically manage to support when it comes to provision of mentor training, learning and teaching materials such as radios and mentors guides as well as other kinds of support.*

WRITING AND PRODUCTION:

As noted above, during the period of the current contract, EDC assisted EBS with the production of a revised series of Grades 1, 2, 3 as well producing an original series of Grade 5. The decision to focus on the revision of the early grades rather than move on to producing Grades 6 and 7 as originally intended came after seeking guidance from the Permanent Secretary.[14]

Revision of IRI programs

Programs for Grades 1, 2 and 3 have been re-written incorporating the MOE's policy on teaching literacy. In the Grade One course, this is done in the local language through an adaptation of the NBTL course procedures. In Grade 2 literacy skills are developed in English through an adaptation of the Step In To English (SITE) course. The approach to literacy taken by the Read On course (ROC) has been adapted to IRI in the Grade 3 programs. In addition, the new, revised, programs incorporate life skills lessons that were developed with support from Youth Net consultants. They also reflect the changes in the new MOE mathematics curriculum.

Careful thought went into developing attractive formats for teaching familiar concepts to promote active learning and make the programs as fun as possible. Some of these new formats are outlined in detail in the boxes below. New songs have been written and old songs revised to accompany each new series.

New formats to support active learning

The following new formats and teaching approaches were included in the re-write of Grades 1-3:

***The River of Words**: This is a segment used to re-energise phonics teaching in Grade 3. Children fish for words in the river that becomes the focus of word level activities. This is largely revision and extension of G2 work for children who failed to master some of the more difficult phonemes of the English language first time round.*

***Maths Daily Dose**: in Grades 1and 2 this is a short physical activity that reinforces a specific mathematical concept in each program. In Grade 3 it becomes a short mental maths activity where mathematical concepts are strengthened. This follows the latest thinking in Mathematics education where the importance of mental maths has been recognized and re-visited as a vital teaching strategy.*

***Daily Dictation**: This segment is found in every program, from Grade 1 Term 3 onwards, it gives children practice at writing independently on a daily basis. This is a challenging segment that raises the teacher's expectations of the learners, and raises children's expectations of themselves. Good use of radio was made in devising interesting methods for producing the words for the dictation exercise. In Grade 1 the words come from a word machine that produces interesting sounds as it churns out the words. In Grade 3 the words are shaken from the sentence tree by Mphamvu the elephant.*

***Maths Race:** This is a segment where children are given a number sentence to work out while racing against each other to find the answer. This has been extremely successful in focusing and motivating learners.*
***Maths Number cruncher:** This is a segment in Grade 3 that asks children to throw numbers into a machine and identify the operation acted on the numbers by the answers given, it is a fun introduction to basic algebra*

***Maths Taonga Kwacha**: Represents a mythical decimal currency with notes printed in the back of the mentor's guide for mentors to cut out and use in practical activities with the children. Use of Taonga kwacha provides children with practical experience of dealing with place value.*

Grades 2 and 3 will be aired to a wider audience in 2005. However, all of the above approaches have proved very popular with formative evaluation children whose learning has been enhanced through the increased interaction and raised level of expectations.

A mentor's guide has been produced for each grade, to accompany the programs. These guides give details of the learning content of each program, explaining what the mentor should do before, during and after each lesson. They also contain guidance on running and managing a centre, give all the song words and stories included in a series and outline a system of formative assessment for literacy and mathematics that mentor's are expected to follow. In addition to the guide, a set of charts to support learning, were developed for Grades 1 and 2.

A series of five radio mentor training programs has also been developed to accompany each term of each grade. This mentor training covers basic teaching tips, introduces mentors to new elements that they will meet in the coming term and advises them on how to manage the centre and get the best out of their learners. While the lessons can be

[14] *See inception report*

listened to by individual mentors in their homes, we strongly recommend that mentors get together in small groups so as to share and interact with each other. The training programs have been used in CD form to lead face-to-face training of mentors by community radio initiatives. In other places, DRCCs (former DIPs) have offered Teacher Resource Centers as meeting places for mentors for this purpose. Given the inability of EBS to secure funds conduct its own face-to-face mentor training during the period of this contract, these mentor training radio programs constitute the only training many mentors have received.

Planning for the re-write of Grade 4 programs

The initial planning for the Grade 4 re-write was done in December 2003, when the full complement of TA was available to support this crucial part of the process. EBS has now identified a team of the most talented writers to move forward with the re-write of this grade. The planning process has begun with a series of meetings looking at the many lessons learned over the course of writing the other grades. The producers are approaching this task with a new sense of autonomy and confidence which TAs have supported fully. Prior to the departure of the pedagogical advisor in June 2004, a 'handover' plan was developed with EBS management and senior producers in which deliberate steps were taken to groom the senior producers in taking over all of the writing and production management roles that EDC TAs were previously in charge of. EBS is comfortable with EDC's plan to phase out full time TA assistance and only support the IRI activities through short term assistance so that the senior producers and EBS management can lead the process.

Grade Five

150 radio programs covering the Grade 5 syllabus were written, produced, evaluated, corrected and finalized in 2003. Alongside the radio programs, a mentors guide and English language reader were produced. The instructional design of the Grade 5 year was altered to better accommodate in-school listeners from both community schools and government schools. The 150 lessons are divided into three terms of 10 weeks each and the broadcast schedule is designed to fall within the traditional school terms.

Due to the more complex nature of the learning material, the instructional design of the programs was altered to allow for more continuous coverage of a subject at a time. As such, broadcast days alternate between focuses on Language/Literacy and Mathematics. Each instructional period includes after broadcast activities for all subjects, but odd number lessons focus on the arts, while even numbers focus on math and the sciences.

Grade 5 was written prior to the release of the new Zambian curriculum – advance copies of the curriculum were sought but would not be released by CDC. It was also written to accommodate two types of student; current listeners, who had learned to read according to the ZBEC curriculum, and future students, who would learn

according to the PRP curriculum. The later group was a new IRI focus, as we were revising the lower grades to take advantage of PRP methodology at the same time that we were producing Grade 5. However, it is anticipated that Grade Five will be re-written in order to reflect changes in the new syllabus and with deeper reflection on the right balance between print and radio.

Linkages with the Primary Reading Program

Linkages have been maintained with the PRP team. Readers purchased through the PRP are being made available to IRI centers. The PRP implementation team was consulted on the ways in which literacy has been dealt with in the IRI programs, and PRP personnel have visited IRI centers to see these programs in action and been impressed with the way PRP methodologies have been transferred to the radio. Though there still appears to be some confusion in community schools, as the district trainers were trained in the Read On Express course for community schools, EDC TA was present to reassure trainers that there was no conflict between literacy as taught on the radio and as proposed through the Read On Express course.

Effective translation of the new MOE literacy procedures to the IRI format

The Primary Reading Program, through its three literacy courses: New Breakthrough to Literacy (NBTL) for Grade 1, Step In To English (SITE) for Grade 2 and Read On Course (ROC) for grades 3-7, has revolutionized literacy levels and teaching methodologies in Zambian Primary schools. The key success factors of the PRP approach have been: teaching initial literacy through the medium of the familiar Zambian language rather than English, child centered teaching methodologies, effective teacher training and sufficient supply of teaching and learning materials.

The attempt to make these same approaches effective through the medium of radio education was ambitious, but seems effective. The key success factors for the PRP have mostly been catered for in the translation of the PRP approaches to IRI. The Grade 1 programs teach literacy through the medium of the local language. The same effective methodologies are carefully translated to the radio lesson format (for details of this see the box below).

Effective teacher training is provided through the instructions the radio teacher gives the mentor for each step of the carefully thought through lessons. Although the IRI course does provide minimal additional resources for the mentors, this is nowhere near the levels supplied under the PRP. However it will be interesting to see, once evaluation is complete, how effective the results are despite the considerable reduction in costs accounted for by not making use of the expensive kits that accompany the NBTL and SITE courses.

NBTL procedures are embedded in the Grade 1 IRI series, the SITE course is embedded in the Grade 2 series, and the Grades 3, 4, and 5 re-writes have based their approach to literacy on that proposed by the Read On course.

Translation of NBTL procedures to IRI lessons

The NBTL course has three key components in terms of lesson procedures. Every lesson contains a phonics element where a different letter sound is introduced each day. There is also a 'whole word, language experience' element where children say, read and write a new sentence, every day. There is also the element of independent practice where children master handwriting patterns and complete basic written exercises each day. All these elements are taken care of during the daily IRI lesson for Grade 1.

Each program contains a phonics segment where children are introduced to the phonemes that make up their written language. This is followed by a segment that introduces a new sentence each day, based on the same core vocabulary as that used by NBTL. Finally, the after broadcast activities outlined in the Mentor's Guide every day include literacy follow up activities similar to those listed in the NBTL pupil's books. The NBTL course starts with a pre-reading and pre-writing component. This is also adapted to radio. The first two weeks of the first term in Grade 1 contains segments that develop the same pre-reading and writing skills identified by the NBTL course. Formative pupil assessment is also a strong part of the NBTL course. This too is reflected in the Grade 1 IRI course.

The Mentors Guide supports mentors to assess children on reading every other week. Not all NBTL teachers are of equal caliber, however the IRI mentors conduct lessons that are outlined for them by the Radio teacher. These lessons are of consistently high standard. It is therefore reasonable to expect that the Grade 1 IRI lessons, followed regularly, will yield impressive literacy gains.

Reorganized Studio

During the last year of the contract, EDC provided full time assistance to EBS studio staff. This change was designed for two reasons: to ensure studio staff were also provided with skills training, and to ensure the recording timeline was adhered to. The later had been an issue in the past as EBS did not have an effective studio manager and the studio essentially worked at its own pace.

Training was provided to the studio staff in real time, as production work was undertaken. An aggressive recording schedule was designed, separating the day into

periods for recording, editing, correcting and rehearsing. Once in place, the schedule was enforced, and production work proceeded efficiently and according to the timeline.

To keep pace with the schedule, a reward system was devised that rewarded technician's work when it kept pace with the timeline. The system was designed according to MOE staff payment protocol. It was endorsed and formalized by EBS management, who stipulated that it only reward technicians for extra work accomplished, rather than pay them for a regular workload. EDC appreciated and accepted this input by EBS management. As such, people were assigned a full time work target, and when they met it they qualified to work over the weekend for an allowance as stipulated in MOE guidelines. The weekend work consisted of tape dubbing, a time consuming task that could not be accommodated in the weekly schedule. The reward system was crucial to our success in adhering to the timeline.

Another system that was introduced was the group rehearsal and recording of actors. This raised the production standards, and gave new life to the drama segments of our programs. It was made possible by disciplined adherence to the schedule.

Finally, a new script filing system was devised to order the large number of scripts being processed, and track them through the stages that stretch between initial recording and broadcast.

The new studio systems combined to create a more organized, efficient and relaxed environment even as production rates were raised to 1.5 hours of scripted content per day. In this environment technicians were working closely with each other, sharing work loads, and producers were coming and going in a timely manner to produce their own scripts.

Other changes

Restructuring within EBS

Senior producer roles have been clearly defined by EBS management with the support of EDC TA. Senior producers are responding well to increased delegated responsibility in their specialist areas.

The system of weekly TA meetings initiated by EDC staff has broadened to become 'Senior Producer' meetings. These have significantly improved communication and coordination within EBS, as well as giving Senior Procurers a forum to report on their achievements in their new roles.

EDC TAs have delegated many of their former tasks to Senior Producers now that there is a clearly identified person for each task. This is ensuring that the production process can now be managed by EBS as an institution, something that would have been unthinkable before this level of specialization was identified and officially recognized by the institution. The Grade 2 team completed the evaluation and revision of Term 3 with minimal TA support, showing how far their professional competencies and confidence have grown.

Computer network

With advice and support from the EMIS project, EDC purchased and installed a LAN at EBS in 2004, which was later expanded to join the MOE WAN and the internet itself. A local server for file sharing, printer sharing and backups was installed at EBS. Though EBS lacks sufficient computers for all staff members, those who were interested in learning computer skills were taught MS office, email and internet browsing skills. EBS staff all have email accounts and are now able to access email and browse the internet for the first time.

EBS Management

EDC staff working at EBS are mandated to provide guidance and training to EBS staff that can facilitate their completing the IRI production work. EBS management is ultimately responsible for the successful implementation of the program.

In 2000 EBS consisted of only three full time personnel: the Controller and two deputies. During the pilot in 2000, 7 teachers were brought in to begin the IRI work. In 2001, the MOE seconded 21 teachers to the department to be trained as scriptwriters and

producers. A few chose to go back to their schools but most stayed. At the time, restructuring efforts were underway for the entire ministry.

In July 2003, the MOE's restructuring process brought excitement to EBS: all but two of the producers were reappointed. In addition, four new producers were sent to EBS bringing the total number to 21. The Controller and Assistant Controller, who used to write scripts previously, were not able to continue writing due to management commitments. So the total number of scriptwriters was actually 19. Of these, six were appointed senior producers, a rank right below the Executive Producer (equivalent to Assistant Controller) while the rest are Producers. All the producers and senior producers not only got new official titles and job descriptions but also received significant promotions under the MOE's new structure (i.e. from teacher to lecturer or senior lecturer).

Restructuring also brought along the creation of the Directorate of Open and Distance Learning (DODE) under which EBS was placed with the sole responsibility of producing distance learning materials.

In September 2003, EBS reorganized the writing groups so that the senior producers would be distributed equally (two per group) and the producers would also be distributed more evenly in terms of numbers and ability. The final outcome was seven writers each per writing team. This situation allowed, for the first time at EBS, devolution of roles and responsibilities from the Controller to other members of staff. The senior producers and producers embraced this new opportunity and many of them have settled into their new roles remarkably well.

The senior producers are an impressive team. EDC TAs took the opportunity provided by this new middle management to begin developing and streamlining systems that would ensure that EBS producers could manage various tasks at EBS themselves in the future by working very closely in identifying specific tasks and working with individuals and teams to teach them what they needed to do to get the tasks accomplished. Such activities included managing script flow from raw copies to finalized copies for recording, managing formative evaluation and subsequent changes to scripts, managing actors and recording, checking program quality, etc. EDC advisors assisted EBS in creating special roles for each of the senior producers, suited to their capacity. This new system was slowly and carefully introduced, and has worked very well.

However, from time to time, there have been difficulties in executing critical decisions at EBS due to a variety of challenges at EBS' top management level. Due to great demands on their time, particularly in regards to the new directorate the Controller and Executive Producer are often required to attend crucial meetings and workshops which means they often have to delegate critical tasks to other staff. This at times forces EDC

advisors to get involved in a lot of the day to day management of the department. Unfortunately, EDC is not always aware of the outcomes of many of the DODE and MOE meetings which at times impact on the IRI work.

Communication

For the most part, EBS and EDC management have communicated fairly well and in good faith over time. However, the IRI work is extremely complex. As the program grew, it became quite tricky to juggle so many players and so many tasks and issues.

EDC and EBS staff had to find better ways to provide feedback to each other on outreach, data and research, scriptwriting, production and evaluation. EDC TAs and EBS management (Controller, Executive Producer and Senior Producers) generally hold weekly meetings which are a valuable means of ensuring effective communication between TAs and EBS management. In the past, weekly production meetings were held with all staff. This is no longer the practice, mainly due to the busy schedules of top management. EDC needs to be looking beyond EBS because it is clear that the structure of the new DODE will provide some natural areas and directions in which EDC's support should move.

Lessons Learned:

- *Regular communication between EBS and EDC staff are extremely beneficial.*
- *EBS and EDC should differentiate between processes that are collective, and those that require clear leadership decisions and leaders must stick to these decisions.*
- *EDC should identify other relevant departments within DODE that can provide a more natural home for certain IRI activities such as outreach, research and evaluation.*

Logistics

EBS frequently experiences shortages of equipment and supplies, such as toner and paper. While EDC understands the budgetary constraints facing EBS and has been able to bail EBS by providing such supplies, sustainability is a concern.

The task of producing good educational radio programs is extremely complex. However, even basic processes such as the typing of scripts tend to be a challenge at EBS. When EDC first entered into a partnership with EBS it was intended that script writers be trained to type their own scripts, this was vetoed by the then Controller. The system was therefore established that the 20 or so writers wrote scripts by hand to be typed by the two or three typists EBS had at its disposal.

This system was always going to result in bottlenecks, and when two grades were being written simultaneously the bottleneck became more serious. This situation was

compounded by the high turn over of typists at EBS, low levels of skill among some of the typists sent to EBS and by their discomfort in typing scripts.

On several occasions EDC had to hire typists to bail EBS out of a situation that would have resulted in failure to meet broadcasting deadlines. Even once scripts had been typed there often remained the problem of finding electronic copies of the scripts at a later date as each secretary had their own erratic filing system. In 2004, as EDC was transferring management roles to EBS staff, more and more writers started typing their own scripts whenever a computer was available to them to do so. Others took the initiative of putting themselves through typing and computing training and started to edit and make changes to scripts post formative evaluation, themselves. All were very keen to have the skills and facilities to do their own typing.

Finally, EBS lacks policies and procedures that all staff understand, accept and implement. For example, technicians are sometimes unwilling to attend the formative evaluation of the programs they create, producers are sometimes reluctant to supervise the production they commission, while the contracts officer does not always fully understand the broadcast schedule he is supposed to negotiate with ZNBC.

Lessons Learned:

- *EBS writer/producers should be trained in typing and file management as a matter of urgency*
- *EBS should be supplied with sufficient networked computers to enable all writer/producers to have access to one, preferably on a one to one basis*
- *EBS should ensure sufficient supplies of critical resources such as paper and toner*
- *EBS should put in policies and procedures to ensure that cross-over activities and responsibilities are shared*
- *EBS must improve the current system of production and distribution of mentor's Guides to ensure they are in every center.*
- *EDC and EBS need to come to a clear agreement on what each institution will provide and some means of recourse available if either group falters. This should necessarily include specific financial support that EDC should provide to assist EBS to carry out its basic functions.*

Support from other organizations

EBS and EDC began a partnership with Youthnet in 2002 to provide support for our life skills segments. At that time there was no MOE life skills curriculum, but we were mandated to provide life skills instruction to our listeners. Youthnet expertise in the form of two TAs for six weeks was gratefully received, and used to develop an effective Grade 4 curriculum and program segments. We found their support to be excellent.

Later, when the MOE provided a curriculum, we preferred to continue to use Youthnet's help as they had helped us devise a good product that was, we thought, more effective and complemented the official curriculum very well.

When the partnership was continued through other grades, however, it was a struggle to maintain the quality of our work. We were unable to use the same consultant Youthnet had originally provided and instead were sent a different expert. He was unable to fully understand how radio education worked, and therefore unable to support EBS as effectively.

Youthnet was also mandated to do other work with EBS in the area of training, and when they provided that training, they became extremely popular with EBS. As yet they have been unable to return for a promised second round of training, due to difficulties in scheduling access to both producers, mentors and the rural areas (it needs to be a time we are not broadcasting, not planning, and it is not raining). This was learned the hard way when their first training coincided with, and effectively cancelled, 4 weeks of training that EDC had organized by bringing in a studio trainer.

Planning for YouthNet training is managed by EBS management with EDC playing a supporting role. Unfortunately, beyond being aware that YouthNet is funded by USAID, EBS producers do not understand how the planning takes place between the four institutions, and when they are not fully informed of the good faith efforts of all parties to find appropriate dates, they interpret the worst and blame EDC. In this case, EDC learnt that a third party institution can be very useful for initial training, but can't be relied upon for full implementation. In retrospect, due to the nature of the task, EBS/EDC should have requested full time support from Youthnet in the form of a Life skills advisor.

Lesson Learned:

Decisions made between EBS, EDC and other parties must be fully transparent. The three institutions need to have an open forum meeting in which they explain the complexities of their negotiations, lay out clear terms of reference and set an ultimate date for their future work together.

Timeline Pacing

EDC and EBS have been put under tremendous pressure to achieve products quickly since inception. Once the Grade One series was on air, partly due to its popularity, the pressure was on to produce Grade Two in a time scale that gave Grade One children a chance to continue in education with IRI. This pressure has continued from year to year and grade to grade, including the re-writes of Grades One to Three. This situation has lead to tremendous growth and established IRI as an effective tool for the MOE.

However it has meant that the training and handover of responsibility to EBS personnel has been compromised by the necessity to produce quality programs within a very tight time frame. The pressure on the Grade 4 re-write is not now so great. EDC should gradually withdraw TA support to ensure that EBS personnel do develop the skills to stand alone in the future. Now that there is some degree of specialization within EBS this will be possible.

Now that we have breathing space with the re-write of Grade 4, the work pace needs to be slowed to allow lessons learned to be put into practice and the production process perfected.

Lessons Learned:

- *EBS and EDC should resist pressure to speed up the production process and should allow production to go ahead at a pace that will ensure that lessons learnt can be implemented.*
- *EDC should continue to provide TA support to the re-write of Grades 4 and 5 as well as to the planning and production of Grades 6 and 7, however the support should be short term and on a less intensive level that allows EBS staff to develop their confidence and autonomy.*

APPENDICES

APPENDIX A: SAMPLE ENROLLMENT FORM

Educational Braoadcasting Services (EBS) **Learning at Taonga Market** **Grade 1 Enrollment** **2004**

Name of Centre:
Location: Boma
Village:
Address:

Name of Mentor:
Sex: **Age:**
Grade completed:
Years as Taonga Mentor:

Province:
District/Town:
Distance from DEO:
Distance from Boma:
Urban/Rural:

Tel:
Type: GRZ/Community School/IRI Centre

ID	Name	Age	Sex	Sch.Att	Distance	Live With?	ParentAlive?	Sibling
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								
21								
22								
23								
24								
25								
26								
27								
28								
28								
30								
31								
32								

APPENDIX B: IRI MONITORING INSTRUMENT

Section A: General Information

1. *Date _____ Time _____*
2. *Province _____ District _____ Village _____*
3. *Centre Name: _____ Distance to nearest GRZ / Comm Sch_____*
4. *Zone / Area Urban _____ Peri-urban _____ Rural _____*
5. *Date the centre was started _____*
6. *Date when the centre last received a visit _____ from who_____*

Section B: Mentor Information

Name	*Sex*	*Age*	*Grade Completed*	*Is mentor Trained?*	*If yes, Type of Training*	*Date*	*Place*
				(Yes) (No)			

Section C: (a) Enrolment (as written in registers)

Grade level	*Females*	*Males*
Grade 1		
Grade 2		
Grade 3		
Grade 4		
Grade 5		
Total		

NOTE: Indicate the number of 2003 G5 graduates

- *F____ M____*
- *Number of learners absorbed in GRZ schools F____ M____*
- *Number of learners absorbed in Community schools F____ M____*
- *Number of learners repeating G 5 F___ M_____*
- *Mentor does not know what happened to 2003 G5 learners____*

Section D: Structure

1. *Type of school: Community _____ GRZ _____ IRI _____*
2. *Type of structure House _____ Church _____ Private _____*
3. *Who owns the structure? Community _____ Church _____ Private _____Others specify _____*
4. *Is there a toilet? Yes _____ No _____*
5. *If yes, indicate the condition of the structure Good _____ Bad _____*

Section E: Resources

1. *Does the centre have a radio? Yes _____ No _____*
2. *Indicate the type wind up _____ Solar _____ Batteries _____ Electricity _____*
3. *Is the radio working? Yes _____ No _____ Details_____*
4. *If you have a radio who provided it? MOE/EBS _____ Community _____ Mentor _____ NGO _____ Centre support committee _____*
5. *If NGO or community member please specify _____*

6. *In the past three months has the centre received:*

Chalk? Yes _____ No _____ From _____
Pencils? Yes _____ No _____ From _____
Exercise books? Yes _____ No _____ From _____

Readers? *Yes _____* *No _____* *From _____*
Mentor's guide *Yes _____* *No _____* *From _____*

Section F: Mentor Performance

1. *Did you observe a lesson on the date of your visit?* *Yes _____* *No _____*
2. *If yes indicate the grade and the lesson.* *Grade level ___* *Lesson _____*
3. *Head count, number of learners* *Girls _____* *Boys _____*
4. *Did the mentor arrive on time?* *Yes _____* *No _____*
5. *Did the mentor conduct pre-broadcasting?* *Yes _____* *No _____*
6. *Did the mentor conduct post-broadcasting?* *Yes _____* *No _____*
7. *Does the mentor conduct Assessment as given in the mentor's guide?* *Yes_____* *No_____*
8. *Did the mentor take the attendance?* *Yes _____* *No _____*
9. *Did the mentor mark the register properly?* *Yes _____* *No _____*
10. *Does the mentor mark the register daily?* *Yes _____* *No_____*
11. *Did the mentor have a mentor's guide?* *Yes _____* *No _____*
12. *Did the mentor follow instructions correctly?* *Yes _____* *No _____*
13. *Did the mentor or teacher encourage or engage learners in the lesson?* *Yes ____ __ No_____*
14. *Radio reception (clarity, volume):* *Very good ___ Fair ___ Bad _____Very bad___*

Section G: Community Centre / School Support

1. *Is there a centre support committee?* *Yes ____ No ____*

2. *What activities has the center support committee conducted in the last three months?*
_____
_____

3. *In the last 3 months, has the community supported the mentor through:-*
   - *Gifts in kind* *Yes _____ No _____*
   - *Cash donations* *Yes _____ No _____*
   - *Rendering their labour eg. cultivating* *Yes _____No _____*
   - *Others* _____

4. *In the last three months, has the community supported the centre through (give details)*
   - *Batteries* *Yes ____ No _____*
   - *Cash* *Yes ____ No _____*
   - *Rendering their labour* *Yes ____ No _____*
   - *Building materials* *Yes ____ No _____*
   - *Income generating activities* *Yes ____ No _____*

5. *Give any general comments about the visit.*_____

6. *Indicate any problems you found at the centre and how they were addressed*

Name of the Monitor _____*Signature:*_____

Name of the Mentor _____*Signature:*_____

APPENDIX C: SAMPLE OUTREACH WORKPLAN

SIX MONTHS PLAN FOR 2004 - NORTHERN PROVINCE				
ACTIVITIES	**WHO**	**WEEK BEGINNING**	**INDICATORS**	**ASSUMPTIONS**
TRAINING Conduct emergency mentor training for 50 new IRI mentors (IRI methodology, life skills and HIV, record keeping, care of wind up radios)	EBS STAFF POC DESO DIP	26th January up to February 4th	Training materials package	Staff available to conduct training
Activity report compiled receipts/activity report sent to Lusaka	POC	2nd February	Reports	Receipts and reports available and sent to Lusaka
DATA COLLECTION AND PARTNERSHIP Selection criteria for partners spelled out ie those in: education, health. Dealing with orphaned and vulnerable children Any related field and with ability to assist Enrollment data collected from 10 centres in Kasama disitrict Monitoring instruments filled in from 10 centres in Kasama	POC DIP	9th February	Partners Register monitoring instruments Monitoring instruments filled and sent in	Selection criteria spelled out Centres know how to keep registers
Marketing materials defined and produced Enrollment data collected from 5 centres in Kasama disitrict Monitoring instruments filed in from 5 centres in Kasama district	POC POC DESO	9th February		
Initial meeting held with development co-operation Ireland in Kasama district Enrollment data collected from 5 centres in Kasama disitrict Monitoring instruments filled in from 5 centres in Kasama district	POC SEO-DL DESO POC DESO	16th February	Meeting Registers monitoring instruments	Conducts meeting Centres know how to keep registers Monitoring instruments filled in

Initial meeting held with Lions club of Kasama Enrollment data collected from 4 centres in Kasama district	POC SEO-DL DESO POC DESO	23rd February	Meeting Registers monitoring instruments	Conducts meeting Centres know how to keep registers Monitoring instruments filled in
Initial meeting held with Archidiocese of Kasama in Kasama district Initial meeting held with social welfare in Kasama district Initial meeting held with radio Mano in Kasama distirct Activity report compiled Receipts/activity report sent to Lusaka	POC SEO-DL DESO POC	1st March	Meetings Reports	Conducts meetings Receipts and activity report available and sent to Lusaka
Initial meeting held with World Vision in Mprorokoso district Enrolment data collected from 4 centres in Mporokoso district Monitoring instruments filled in from 4 centres in Mporokoso district	POC DESO POC DESO	8th March	Meeting Registers monitoring instruments	Conducts meetings Centres know how to keep registers Monitoring instruments filled in
Initial meeting held with Bwafwano centreal board in Mporokoso district Enrolment data and monitoring instruments collected from 4 centres in Mporokoso district	POC DESO	15th March	As above	As above
Initial meeting held with district administrator in Mporokoso district Enrollment data and monitoring instruments collected from 4 centres in Mporokoso district	POC DESO	22nd March	As above	As above
Initial meeting held with World Vision in Mpika district Enrollment data and monitoring instruments collected from 4 centres in Mporokoso district	POC DESO	29th March	As above	As above
Partner organisations selected from three districts namely Kasama Mporokoso and Mpika district	POC SEO-DL	15th April	Partners	Selected parterner organisations

Activity report compilled				
Receipts/activityreport compilled and sent to Lusaka	POC		Reports	Receipts and activity reports available and sent Lusaka
Workshop organized and held for all participating partners to agree on terms of MOUS MOUS with partners generated and sent to chief of party (COP) and Outreach Advisor(OA) for approval	POC PARTNERS SEO-DL	12th April	Workshop	Holds workshop Purpose and objectives of partnership agreed
Enrollment data collected from 5 centres in Mpika district Monitoring instruments filled in from 5 centres in Mpika district	POC DESO	19th April	Registers monitoring instruments	Centres know how to keep registers Monitoring instruments filled in
Signing ceremonies held in two or three districts ie Mpika, Kasama and Mporokoso	POC PARTNERS	26th April	MOUS	Local dignitories, COP, ZIS, Radio Mano mobilised
Enrollment data collected from 5 centres in Luwinga district Monitoring instruments filled in from 5 centres in Luwingu district	POC DESO	3rd May	Registers monitoring instruments	Centres know how to keep registers Monitoring instruments filled in
Enrollment data collected from 9 centres in Mungwi district Monitoring instruments filled in from 9 centres in Mungwi district	POC DEO	10th May	As above	As above
Meeting with partners in Kasama district to monitor progress and discuss resource needs and how to get them Enrollment data collected from 3 centres in Mbala district Monitoring instruments filled in from 3 centres in Mbala district	POC DESO SEO-DL	17th May	Meeting Registers monitoring instruments	Holds meetings Centres know how to keep registers Monitoring instruments filled in
Enrollment data collected from 3 centres in Mpulungu district Monitoring instruments filled in from 3 centres in Mpulungu district	POC DESO	24th may	As above	As above

Enrollment data collected from 4 centres in Chisali district Monitoring instruments filled in from 3 centres in Chisalai disitrict	AS ABOVE	31st May	As above	As above
Enrollment data - Nakonde 4 centres Chinsali 1 centre Monitoring instruments Address centre and partner training needs	AS ABOVE POC PARTNERS	1st June On going	As above Training neds	As above Needs can be addressed
Enrollments /monitoring 4 entres in Kaputa District Provincial meeting of partners from Mpika, Kasama znd Mporokos districts	POC DESO PARTNERS	8th June	Registers monitoring instruments Meeting	Centres know how to keep registers Monitoring instruments filled Hold meetings

ACRONYMS:

EBS - Education Broadcasting Services
POC - Provincial Outreach Co-ordinator
DESO - District Education Standards Officer
DIP - District Insert Provider
SEO-DL Senior Education Officer - Distance Learning

APPENDIX D: SUMMARY OF OUTREACH ACTIVITIES 2003-2004

JULY, 2003							
Province	*# Districts visited*	*# Centers data collected*	*# Centers monitored*	*Main observations*	*NGOs/institutions visited [Potential support]*	*Accomplishments/ outputs*	*Comments*
CENTRAL	4	40	40	Most centers started fundraising Some learners go to GRZ schools Some communities support IRLCs Some centers need radios Mentors need training	Non	76 centers were assigned; 40 visited	G 1,3 & 5 enrol data received Some data from community schools Reports submitted
COPPERBELT	9	31	33	Some centers turn comm. schools Centers need broadcast schedule Radio reception good in centers Centers monitored by DIPs	Non	53 centers assigned; 33 visited	Enrolment data for G 1, 3 & 5 received Reports submitted
EASTERN	9	47	57	EBS provided wind up radios Girl child enrolment poor Reception is good ROCs trained Comm school teachers use IRI Some mentors abandon centre after training	Non	57 centers assigned; 61 were visited	G 1,3 & 5 enrolment data received Reports submitted
LUAPULA	3	14	14	Radio reception is poor High number of orphans Some local rulers provide support Some centers turn comm. schools	Non	36 centers assigned, 14 were visited	G 1, 3 and 5 enrolment data from POC received with report
LUSAKA	-	-	-	-	-	-	-
NORTHERN	11	34	55	16 radios given by EBS Mentor training done at the district	Non	44 centers assigned; and 55 visited	
N/WESTERN	5	5	19	Transport and long distance to IRLCs	Non	51 centers assigned; 5 visited	Scanty reports, little IRLC information Only G 1 data
SOUTHERN	5	18		2 centers in Siavonga monitored, most centers are in Chikuni NGO and Catholic priest assisted 2 centers: a) structure b) mentors salaries	- Celim Volunteers - Catholic church		Info collected by EBS/EDC – no POC represented in induction training

				c) building materials			
WESTERN	7	15	15	Need for learning materials Poor shelters in many places			Enrolment data for G1, 3 and 5
AUGUST, 2003							
Province	*# Districts visited*	*# Centers data collected*	*# Centers monitored*	*Main observations*	*NGOs/institutions visited [Potential support]*	*Accomplishments/ outputs*	*Comments*
CENTRAL	1	3	6	Radios defunct (2 IRICs, Kabwe central) Churches used as IRICs (e.g. Catholic, UCZ, New Apostolic) Brick-walled/grass-thatched classrooms (e.g. Makwati)	Churches: Hands at Work (food relief) Peri-Urban Self Help (food)	Enrollment data (Katondo, Shamabanse & Moomba)	Unable to work due difficulty in accessing funds from MOE
COPPERBELT	10	40	63		Hosanna Mapalo OXFAM (Minambe IRIC) OXFAM/Chronicle with Kawama IRIC CARE with Kaloko IRIC	Networks with DEOs, DIPs, PFPP (CSs) & DEBS	Monthly reporting good; delayed a bit by PEO letter Data collection impressive: only POC to submit G2 and 4 data by deadline (August) August report to back data needed
EASTERN	5	16	16	No radios (6 IRICs: Lundazi Chama & Katete Districts)		Networking: DEBS, DIPs & ZIPs	Monthly reporting good POCs delayed a bit by PEO release of funds
LUAPULA	-	-	-	-	-	-	Report lost in Lusaka – POC requested to re-send
LUSAKA	-	-	-	-	-	-	No POC yet
NORTHERN	11	65	66	MOE helps with transport	Churches: Catholic, UCZ, Pentecostal Northern Cooperative Union Individuals	Networking with DEBS, DEOs, DIPs	Enrolment data for G??? Excellent reporting
NORTH-WESTERN	2	1	13	Churches used as IRICs: Living Mission, Methodist, Pentecostal & Apostolic MOE support for Kamijiji IRIC	-	-	No data collected, POC advised to send enrollment data
SOUTHERN	-	-	-	-	-	-	No POC yet
WESTERN	3	12	16	Mentors guides needed	Catholic church	Networks with	No data, POC advised

				Exercise books, pencils & chalk also needed	PTAs WEPEP CARE World Vision	DEOs, NGOs & District Committee	to send enrollment data Need to improve on monitoring, data collection and reporting system
SEPTEMBER, 2003							
Province	*# Districts visited*	*# Centers data collected*	*# Centers monitored*	*Main observations*	*NGOs/institutions visited [Potential support]*	*Accomplishments/ outputs*	*Comments*
CENTRAL	3	3	5	Churches used as IRICs (e.g. Catholic, UCZ, New Apostolic)	Hands at Work		
COPPERBELT	5	15	15	POC closely works with PFPPs for IRICs & Community Schools Centers and community schools working together (e.g. 21 Miles IRIC) Chief Mushili donated timber & roofing sheets to Muchinka IRIC Radios defunct (4 IRICs)	Churches: Cathoilc, UCZ & New Apostolic Oxfam Care	Networking	Having focused on data collection in August, POC turned attention to networking Good reporting
EASTERN	4	20	24	Networks with PEO, DA (Nyimba), village heads, area counselor, ZIP & SIP Construction of 1x3 classroom (Chisewa IRIC/Petauke Dist.) Musongo & Chisomo IRICs operate in GRZ schools Bricks for 1x2 classroom & mentor's house (Kakonkho & also Boma Bello) Center committees in place	Local leadership Banks: Barclays, Finance, Zanaco & NCSB, Women Lobby Grp Community-Based Rehabilitation Association Society for Family Health, World Vision NGOCC YWCA, LWF, CARE, PLAN		Impressive networking Data submitted
LUAPULA	7	14	14	Lack of good shelter for IRICs in several places Mentors leave for income earning occupations Some communities too poor to support mentors High number of OVCs	-	-	POC participated in evaluation exercise, did a good job

LUSAKA	-	-	-	-	Unicef YWCA	-	POC engaged, some centre visits but no data collected
NORTHERN	-	-	-		-	-	
NORTHWESTERN	4	11	8		Networks with community involvement Churches: UCZ Networks with DEBS & DEOs		Data still missing
SOUTHERN	-	-	-	-	-	-	No POC for province
WESTERN	4	4	4	Materials like chalk, exercise books & guides still needed .	Provincial social development office Concern (OVCs) Zamsif Scope OVC Churches: Catholic Meteorological Dept. & MOE (with US Sponsor) wish to support IRICs on local Radio Liseli		Scanty enrolment data - POC advised to send Need to improve reporting
OCTOBER, 2003							
Province	***# Districts visited***	***# Centres data collected***	***# Centres monitored***	***Main observations***	***NGOs/institutions visited [Potential support]***	***Accomplishments / outputs***	***Comments***
CENTRAL	Kapiri Mposhi Kabwe Chibombo	7	8	Many mentors need support	Catholic (shelters) PUSH (food relief)	3 districts visited 8 IRICs monitored	
COPPERBELT	Kitwe Ndola Chingola	All second cycle data collected	3	Many IRICs upgrade to community schools POC lobbing for support MoE supportive, yet restructuring impacted partly negatively on networking	CINDI LARC	MoE sensitized by POC at Community Sch w'shop 47 active IRICs	Only POC to send 2nd cycle data in time POC developed easy system of access to centres Centres very active
EASTERN	Chadidza Chipata	15	20	Eastern zone IRI known as pre-school for	MoE: DEBS offer institutional support, as	POC did data collection	There is need for more sensitization in centers

	Mambwe Lundazi Katete (5)			Grade 1, and Area Dev. Committee/counselor sensitized: in Kapachi/Chadidza Some villages still not supportive of centers/mentors K75 000 per five minutes air time for all CRSs	also line departments (e.g. health/agric./ etc.) NGOs: PLAN, Best Choice work with IRI Contacted CRSs: Breeze, Chikaya & Maria	/monitoring in 20 centers POC sensitized DEBS offices	
LUAPULA	Mwense Nchelenge Chienge Samfya Mansa Milenge Kawambwa	39	42	Many orphans in centres High poverty leves	MoE	42 centres monitored, 39 gave data 2nd cycle	POC sensitized communities Increased work output for October POC works well with MoE
LUSAKA							No POC
NORTHERN	Mporokoso Kasama	35	38	Self-help among some IRICs e.g. building classrooms Politicians sensitized: DAs, PS, MPs (Mporokoso, Kasama) HODI thinking to open IRICs in Refugee Camps 32 radios faulty (Kasama/ Mporokoso) Identified 35 potent. Partners Sensitized MoE at district & zonal levels	Catholics UCZ World Vision HODI UNHCR CRC Bwafwano Central Board Radio Mano (150 km radius)	38 centres monitored, 35 sent data	Outstanding work in sensitization, monitoring, etc. 28 new centres for 2004 already identified
N/WESTERN	Solwezi Kasempa Kabompo Mufumbwe	9	14	POC networks with MoE Community Radio Station (under RANET) to open sometime 2004?	Churches (shelters) MoE (transport & offices, as in other provinces)	More districts and centres visited	More data than previous months Reports are generally not clear.
SOUTHERN							No POC yet
WESTERN	Mongu Senanga Kaoma	19	19	Transport problems (Sesheke & Lukulu dist) MoE supportive with materials (books, pencils, etc.) Community support for IRICs is minimal; sensitization (on leadership in centre	MoE	3 districts visited, 2nd cycle data for 19 centres (Mongu/10, Kaoma/7, Senanga/2 & Sesheke)	Some IRICs operate in either basic schools or comm. Schools Cooperation between Basic Schs & IRICs (where the two co-exist) is vital

				committees) needed "IRI lessons are useful, informative, attractive & popular among leaners" Illiteracy is still high High number of orphans in Limulunga More girls than boys in Kashembe. Some schools including IRI learners on feeding			
NOVEMBER, 2003							
Province	*# Districts visited*	*# Centres data collected*	*# Centres monitored*	*Main observations*	*NGOs/institutions visited [Potential support]*	*Accomplishments/ outputs*	*Comments*
CENTRAL	Mkushi Kapiri Mposhi Kabwe	32	15	Radios faulty Churches continue to provide venue	Churches/shelters DEBS	POC visited 15 IRICs, data was sent	More districts and centres visited
COPPERBELT	Chingola Chililabomb Lufwanyam Kalulushi	12	11	MoE (transport) IRICs doing well as comm. Schools MOE providing support through DRCs, PFPP/ CSs, etc. Some mentors selected for teacher training	MOE provide transport Several potential partners visited	POC attended Comm. School workshop and sensitized MoE, Comm. Schools like IRI	POC active, doing outstanding work
EASTERN	Nyimba Petauke	21	17	Supervision and coaching/ re-training mentors on IRI through DRC Misconception on IRI in some places - GRZ schools accommodate IRICs (as pre-school) in readiness for G1	Best Choice Campaign PLAN DWDA WEDAZ Community Radios		
LUAPULA	Milenge Kawambwa Samfya	13	15	POC sensitized IRICs & community schools Munwa, Kaombe & Chiba trained mentors on IRI (Samfya district) Orphans turned away due to guardians not contributing (Malundu)	World Vision (shelters)	13 IRICs sent data POC explained IRI Comm. Sch. w'shop	Need to look into issue of orphans, the main beneficiaries of Taonga, being turned away

LUSAKA							Outreach team working directly with PEO's office
NORTHERN	Luwingu Kasama	4	36	MoE officials attend sensitization meetings Mentors paid as untrained teachers in some places 75% IRICs no shelters Communities expressing fear of learners' future due to rumors of IRI closing Youth literacy clubs want in IRI in 2004 Line Ministries sensitized (Nakonde & Isoka) 5 IRICs under World Vision to open 2004 in Mpika/Kopa?	Catholics District Health Board (Luwingu) DAs, PS, etc. Zamsif IRISH-AID Lions Club Social W'fare Dept	Sensitization: 96 participants 15 sensit. Meetings Sensitization interview aired on ZNBC radio 2.	POC member of District W'fare Assistance Committee(DWAC) 15 more new IRI centres for 2004 identified Outstanding work, POCs on national district news programme (ZNBC) and sensitization efforts reported in the POST newspaper
NORTH-WESTERN	Solwezi Zambezi	8	12	POC visited IRICs G5 learners willing to repeat (distances are too far to GRZ schools) Kyawama IRIC has 3 trained GRZ teachers	MoE: DEBs, DESOs	-Of the12 IRICs monitored 8 sent data	
SOUTHERN							No POC yet
WESTERN	Shangombo Sesheke Senganga Mulobezi Lukulu	14	22	POC visited and sensitized comm..schools Many mentors not trained in IRI POC works well with DEBS & DESO Poor reception in Shesheke Refugee influx in Shangombo & Sesheke: need for more IRICs Nangweshi & Sioma IRICs (Senanga) closed, mentors left due to no salary GRZ schools need IRI	-MoE: DEBS, DESO -CSs (shelters) -GRZ schools (shelters)	More districts and centres visited and data collected	Comm. Schools using IRI identified Urgent need to look into poor reception
DECEMBER 2003							
Province	*Districts Visited*	*Centres Data Collected*	*Centres Monitored*	*NGOs/Institutions visited [Potential support]*	*Main Observations*	*Accomplishments/Outputs*	*Comments*

CENTRAL							
COPPERBELT	Ndola Kitwe Mufulira Chingola Chililabombwe	33	64	MoE provide logistics Link Assoc. for Relief of Children/LARC Hossana Mapalo: (Educ. materials/ OVCs) AROS (OVCs) Chronicles/OVCs Ester Foundation (CMML church)	Partnerships are in process/ others already provide services 40 centres & 63 mentors listed, of which 36 not trained in IRI 9 centers had G5 learners Twapia centre had no G5 learners because mentors kept changing. Cingola DIP initiated 7 new centres	Data on Gs2, 4 & 5 updated. Data on mentors' status updated Data on IRI/ community schools collected Put an IRI sensitization advert in Radio Chengelo	
EASTERN	Chipata Lundazi Chama Mambwe	15	33	Eastern zone MoE support with transport/ logistics CHANGES with desktop NGOs: PLAN, WV, EPWDA, Best Choice, etc. work with health & education issues	Groundwork on partnerships with CRSs: **Breeze** (serves 600 000 people in 5 districts) & **Chikaya** (60 km radius/Lundazi serving 4 centers/29 CSs), NGOs: **PLAN** (builds schools & gave 7 Tobico radios to 7 centers /CSs in Chadidza); **SFH** (works with health/HIV/AIDS); **DAPP** (300 children in CS in magazine compound/Chipata), **EPWDA** (women & children), Best Choice (25 villages/ Chipata), **WV** intends to partner with IRI	Data from 8 centers & 7 CSs Mentor lists in 8 centers: 7 trained & 8 not; in CSs 5 trained & 17 not trained. 13 sensitization meetings done to MOE, CRSs, IRI committees & NGOs Monitoring in Mulumbu/Chama, 3 centers & 4 CSs/Chipata	There is potential for partnership with PLAN, WV, CRSs & few other NGOs
	Nyimba Petauke	15	8	Western zone MOE: PESO/DEBS CRSs: Breeze & Chikaya to	Meetings with PESO & 8 DEBS over	POC initiated partnerships with	

				support IRI World Vision Society for Family Health Eastern Province Women Dev. Ass. (EPWDA) DAPP PLAN	budgeting for IRI POCs did IRI report (July-Dec 03) & included it in Regional Report	named agencies	
LUAPULA	Samfya Kawambwa Chienge Nchelenge Mansa Mwense Milenge	36	35	MoE supports some centres	30% of centres have G4 Mentor training/support needed Radio reception difficult in Chienge district. Sensitisation is needed in many districts/centres. Centres with G5 learners include 1 Mwense & 2 Samfya districts.	Data on Gs 2, 4 & 5 collected POC sensitised committees during visitations	
LUSAKA							No POC yet
NORTHERN	Kaputa Kasama Luwingu Mporokoso Mpika Chinsali Isoka	35 33	35 34	Churches: Catholic/UCZ on shelters. Depts. on transport/other logistics. NGOs on funds/material (IrishAid, Hodi, Lions Club, Radio Mano in broadcasts	**Western zone**: Sensitised NGOs, churches, Depts. DAs in Kasama/Luwingu/Mporokoso. 21/29 mentors trained in IRI/life skills, 3 under PAGE, 1 NBTL & 25 untrained. 75% of centres are in burnt brick /grass thatch; few use churches. Learner materials often asked. 75% of mentors get support. Steps on partnerships	Data on learners, mentors & G5 collected. 38 centres recorded Mentors animated in the 35 functioning centres. 34 centres recorded Gs 2, 4 & 5 data	G5 learners, 5 centres/got in schools 80% radios have aerial problems, 30% springs & 5.3% (2 of 38) solar Centres need upgrading with major resources 20 radios by World Vision reached Kopa, yet mentors need IRI training.

	Nakonde Mbala Mpulungu Mungwi				in process **Eastern zone:** 30 potential new centres for 2004, of 15 are in Mpika alone. 9 centres had G5 learners: Mungwi 3, Mpika/Chinsali 2 each, & Mbala/ Mpulungu 1 each. MoE/ESOs support IRI. Many communities support mentors Mentor training is needed Transport to centers is an issue as with other POCs.	collected in 33 centres Sensitization done in most districts by December 2003.	
N/WESTERN							
SOUTHERN							No POC yet
WESTERN	Mongu	10	10	MoE District Focal Point Person/ IRI	Work concentrated in Mongu and less in other district s. POC needs dates in the report. 8 centres have G5 learners, 2 in Senanga & 6 Mongu 67 community school teachers trained in IRI in Dec 2002	Data on Gs 2, 4 & 5 collected Data on CSs/IRI collected	36 centres recorded
JANUARY 2004							
Province	*# Districts Visited*	*# Centers Data Collected*	*# Centers Monitored*	*NGOs/Institutions visited [Potential support]*	*Main Observations*	*Accomplishments/ Outputs*	*Comments*
CENTRAL	Mkushi		18	MoE: DEBS & DESO	Eastern zone POC sensitized DEBS/DESO New mentors sensitized on IRI:	18 centers out of **36** visited & given forms Updated list of 20 centers, of which	POCs made a good start to visit many centers in January 2004

	Kabwe Kapiri mposhi Chibombo		30		register, forms & pre-broadcast activities Centers have old mentors, few have new ones Poor support for mentors/centers & learners lack readers; Farm block centers are supported **Western zone** Distributed folders/forms/ registers DEBS gave materials to centers (e.g. G1 progressive English, G2 English, G4 S/Studies, G5 Math, Story books & Environ science for Gs 1 & 4. 18 radios faulty & urgently needed are G1 guides	13 are Comm. Schools/IRI Nearly all centers visited had chalk, pencil & ex. books from DEBS	
COPPERBELT	Ndola Kitwe Mufulira Chingola			MoE supportive NGOs: LARC Coordinator PCVs (at Mwekera)	Arranged mentor training/Kitwe Radio Icengelo boosts IRI sensitization Advised mentors on IRI/NBTL training by radio At least 10 centers to open		
EASTERN							
LUAPULA	Mansa Nchelenge Chienge Milenge Samfya Milenge			MoE supportive	Contacted early the DEBS, DESOs, DRCCs & ZIPs, & discussed opening centers in fishing areas & in districts	Visited potential centers in Mansa & few other districts Held a short IRI/ NBTL induction with Samfya	This is good start in 2004

					Budgeted for mentor training & is awaiting funding G3 learners go to regular schools e.g. in Malandu	mentors	
LUSAKA							
NORTHERN							
NORTH WESTERN	Solwezi		17	MoE supportive NGOs: WV (Musele area) British Council (at Vision CS) Catholic (at Kichile IRI) Some chiefs	Sent circular to DEBS/DESOs/ DRCCs for mentors to follow IRI/NBTL training by radio Shifting cultivation diverts some learners & girls go in early marriages (Mujimazovu area, where 4 centers are earmarked)	Distributed forms to visited centers Lists 60 centers & 42 CSs, & 60 & 42 mentors not trained in IRI/ NBTL	
SOUTHERN							
WESTERN							
FEBRUARY 2004							
Province	*# Districts Visited*	*# Centers Data Collected*	*# Centers Monitored*	*NGOs/Institutions visisted [Potential support]*	*Main Observations*	*Accomplishments/ Outputs*	*Comments*
CENTRAL	Mkushi Kabwe Kapiri Mposhi Chibombo	67	67	MOE & PCVs very supportive of POC	GRZ school (Mkushi) discourages communities sending children to IRI centres Enrolment forms sent to centres to be filled in without POCdue to impassable roads. Need for learning aids in almost all centres PCVs/MoE offer POC help (e.g. transport) Serenje has 62 metors, 16 trained in IRI (2002). Mkushi has 19 comm.	Towards 2003 end, POC opened 22 new centres in Mkushi POCs demonstrated marking registers to mentors.	Inspite PCV help POC still needs acquaint with PCVs POC did little activities due to Zamcom meeting (Lusaka)

					schools using IRI & 13 teachers trained (2002). Enrolment in Kabwe is 348, Kapiri is 806 Mentor retention good despite poor community support		
COPPERBELT	Ndola Kitwe Mufulira Chingola Chililabombwe			Baxget-Lobby for support Radio Icengelo sensitizes POC/mentor did radio promotions World Food Program (WFP) soliciting for food	Mentors trained at Mwekera PCVs/POC did joint monitoring of centers Center opened at Kamfinsa prison, & mentor shared experiences on radio Icengelo S.E.O told ZIPs to work with POC in monitoring centres 7 Oas deployed & functioning	MOE support for POC stronger e.g. SEO & ZIPs monitor centers	POC did little activities due to Zamcom meeting (Lusaka)
EASTERN	Nyimba Petauke Chipata Lundazi	30	30	Radio Breeze-meet weekly with POC to review the work Plan Zambia-yet to network Radio Chikaya doing well	59 G5 learners enrolled in nearby GRZ school 22 G5 learners dropped out due to marriages and other reasons 8 mentors trained in NBTL/IRI in 3-day w/shop (EBS) Lundazi has 18 new centers, 19 mentors trained and enrolment of 793 learners	POC/MOE sensitized ZIPs	POCs had little activities done because of the Zamcom meeting they came to attend
LUAPULA	Kawambwa Mwense Mansa Nchelenge Chiengi			WFP promised feeding to the centres	Mentors need IRI/NBTL training. Long distances, hunger, poor support & little interest turn learners away from centers. Fishing camps don't	Chiefs, MoE/POC sensitized communities, & 3 centres opened in 3 wards (Mansa district)	POC spent time sensitizing communities POCs did little activities due to Zamcom meeting (Lusaka)

					have schools and chiefs told POC to start new centers Mentors don't access places in teacher collages.		
LUSAKA							No report
NORTHERN							No report
NORTH WESTERN							No POC
SOUTHERN							No POC
WESTERN	Mongu Kaoma Lukulu Senanga Sesheke	35	35	Radio Lyambai-sensitizing communities	35 centres received radios, guides, pencils, ex. books and posters (EBS) Mongu has 41 mentors, & Kaoma 12 Most people think IRI is pre-school Mentors love their work, lack of support discourages them	8 MoE & 2 radio Lyambai officials attended the training 10 new Mongu centers opened & 10 mentors trained (EBS).	POC briefed PEO and the entire MoE on SGS and engaging O/As POCs did little activities because of Zamcom meeting (Lusaka)
March, 2004							
Province	*# Districts Visited*	*# Centres Data Collected*	*# Centres monitored*	*Main observations*	*NGOs/institutions visited [Potential support]*	*Accomplishments /outputs*	*Comments*
CENTRAL	Chibombo Mumbwa Serenje Mkushi	21	22	Center in place in many centers Outreach assistants active Many IRLCs have no radios Some MOE discourage IRI Provides mentor data/listing 28 centers need mentors trained	MOE: DEBS	G1, G3 & G5 data collected Sensitized DEBS, DESO	POCs work on course
COPPERBELT	Ndola Kitwe Chilabombwe Chingola Mufulira		17	All centers visited had mentors Adult recorded in Ndola, Kitwe & Chililabombwe districts Most IRLCs are in churches & need reading materials Few DEBS give learning materials to IRLCs	Hindu Sameji Baxget Baptists Catholics Ester Foundation	Maintains MOE partnerships	POC's work on course

EASTERN	Lundazi Chipata Mambwe	19	19	Sensitized 7 ZIPs, mentors & Chibele area/Mwanya/Lundazi 91 comm. Schools (of 2002 training) use IRI Chilando center has 16 orphans: 6 males & 10 female	Radio Breeze Radio Chikaya Best Choice PLAN MOE	10 new G1 mentors/9 of comm. Schools trained	POCs work on course
LUAPULA	Kawambwa Mansa Chiengi Mwense Nchelenge	-	-	Chiefs very happy with IRI	MOE Red Cross FAO Chiefs	POC met with local leaders	POC works well
LUSAKA	-	-	-	-	-	-	-
NORTHERN	Mporokoso Chinsali Kasama Mpika	16	23	Outreach assistants in place Enrolment data collected A number of old/new mentors need IRI training	PCVs Irish Aid	Constituency Dev. Committee to give rice to few IRLCs	POC works in 2 Zones & fulfills duties
N/WESTERN	Mwinilunga Solwezi		8	Sensitized committees on supporting IRLCs Kawatu center raised K132, 000	NGOCC MOE: DEBs	Works with MOE	
SOUTHERN	-	-	-	-	-	-	-
WESTERN	Mongu Kaoma Lukulu Senanga Sesheke	-	35	Learning materials distributed 7 comm. schools. Use IRI Induna Simasiku & Chipalamba gave land to Blue Lagoon & Nalwei centers Many IRLCs use churches Local counsellor talked TAONGA on political meeting	Lyambai radio SCOPE OVC Local leaders/Induna GRZ schools Counsellor	33 meetings # mid-feb/March 2004 with G1 mentors and school headteachers 10 mentors trained	POC committed & works well.
April, 2004							
Province	***# Districts Visited***	***# Centres Data Collected***	***# Centres monitored***	*Main observations*	*NGOs/institutions visited [Potential support]*	***Accomplishments /outputs***	*Comments*

CENTRAL	Mkushi Serenje	57	57	All centers sent enrolment data & got registers, & SGS forms given to deserving centers DEBS participated in OAs selection G1 reading assessment done in 5 centres Most centers close following GRZ calendar 17 attended OA training: 3 PCVs, 4 DRCCs, 3 ESOs, 1 SEO & 2 POCs, A/PESO opened w'shop POC, OAs, DRCCs & PCVs were challenged by PEO to partner effectively	Alpha enterprise (D/commissioner) DAPP ASIP AFRICARE DUNAVANT	Centers sent enroll data, got registers & SGS forms. Potential partners requested evidence that learning takes place at IRI & would support IRI if support areas were known	POC works hard with support from MoE & PCVs
CENTRAL	Kapiri Mposhi Kabwe Chibombo Mumbwa	59	59	Of 59 centres visited, 13 were community schools Centers given registers & SGS application forms Lwamambwe centers organized a child party, attended by POC, headman, headmaster, & mentors from Katondo & St Elizabeth. Learners showed their friends IRI activities: in songs, sketches, English sentence construction, etc. & POC dabbed it as "good performance" & sensitized parents Headman encouraged parents to support centers Kaunga center sensintisation brought Press, DEBS & chief, & 21 bore holes to be sunk, Kaunga would have one	DRCCs PCVV MoE	2 OAs functional Institutions to supply center materials identified & quotations sent OAs training was very successful	April had activites for POCs ranging from materials distribution to recruiting O/As and POC worked hard to beat deadlines

COPPERBET	Kitwe Ndola Chingola Luanshya Mpongwe Masaiti Chililabombwe Kalulushi Mufurila Lufyanyama	55	55	PEO's supports POC & DRCC is tasked to work with Icengelo on LTM O/As active & no center left out, POC assured SESO called POC to account on IRI activity Registers and SGS forms distributed to centers Kitwe has 34 centres Kalulushi OA stayed 4 days on the road between centers without money with a borrowed bicycle O/As in Chingola & Chililabombwe with MoE went to all centers	Ndole Lions Club Titanium Paint & Baxgate want LTM profile Hindu Samaji to assist whenever requested for materials. Provincial Development Coordinator seeks partnership with POC	SESO, ESO, POC & O/A toured all Kitwe centers Enrollment & SGS forms collected Kitwe O/A got data for all 32 centres & gave SGS forms, & he is hosted at DEBS office	POC reports that Luanshya has 4 centres & doesn't see why there is an O/A there
EASTERN	Chadidza Chipata Nyimba Petauke	3	3	Eastern zone 4-7th April 2004 POCs hosted USAID/EDC delegation visiting IRI: Mushashanta & Nyangu centers talked to them after radio lessons MoE/DEBS overwhelming Chadiza DEBS said POCs need transport. ZIPs sensitized to include mentors in there trainings O/As training took place but the POCs separated there O/As POC & radio Breeze monitored 8 new centers opened under the station & did achievement tests	Radio Breeze lobbied community support Radio breeze is re-broadcasts IRI & does promotional programs World Vision to start radio distribution WFP need follow up PLAN (Chadiza schools/IRI) aims to work with POC EPWDA to start literacy classes/ IRI in their schools.	POCs with MoE hosted USAID officials successfully POC reports that good commitment and interest in IRI from mentors	POC says he had little time to collect enrolment data

LUAPULA	Mwense Nchelenge Chienge Samfya Mansa Milenge Kawambwa	?	?	POC works with MoE/ DEBS to distribute forms Grant forms for Luapula not yet in Lusaka. O/As were trained & POC requests mentor training due to high mentor attrition	?	O/A training took place despite budget cut	POC needs to visit centers frequently POC why budget cut on OA training
LUSAKA				O/As training done & Oas functional in their places Outreach team made follow ups to Copperbelt, Central, Western & Eastern provinces to conduct O/As w'shops & facilitate USAID visits.	HHZ education coordinators trained in IRI & monitoring activities		
NORTHERN	Mporokoso Kasama Mpika Mungwi Luwingu Mbala Isoka	40	37	3 days OA training done Competence tests done in centers: 3 in Mungwi & 5 Kasama USAID visited 2 centres in Mpika POC got a new IRI motorbike 170 winter clothes/T-shirts handed to PESO by Outreach advisor Communities told USAID children benefited IRI. 7 O/As to boost IRI activities need bicycles SGS forms distributed to centres sent back to PEO. G5 term 2 guides needed! 48 G5 learners (of 2003) from 4 centres absorbed into G6 in GRZ schools	World Vision increased funding for mentor training from K4.2 million to K13 million	40 centres monitored, 37 sent enrollment data Communities shown USAID their contributions in building shelters	The POC Lufasi just came back from Mwekera & hence he worked within POC Mwenda's plan
N/WESTERN	Solwezi Kasempa Kabompo Mufumbwe	9	14	POC networks with MoE Community Radio Station (under RANET) to open sometime 2004	Churches (shelters) MoE (transport & offices)	More districts & centres visited than before	More data than previous months Reports generally not clear.

SOUTHERN				3 O/As: 1 Mazabuka & 2 Chikuni trained with 2 HHZ education coordinators (Siavonga) HHZ schools given necessary G1 teaching aids by EBS	Radio Chikuni HHZ		No report yet
WESTERN	Mongu Kaoma	28	28	G1 assessment tests done in 4 centres World vision opens new centres in Limulunga & Namushekande SCOPE OVC asked POC to provide written request. 4 OAs trained in Mongu There is frequent radio breakdown. Learner drops when GRZ schools close Mentor attrition is high Mongu centres except 1 sent data.	Churches (Catholic) World Vision CRAIDS SCOPE OVC	3 districts visited,2nd cycle data for 19 centres: (Mongu/10, Kaoma/7, Senanga/2 & Sesheke/2) received POC sensitized partnership workshoppers (Concern World Wide)	Some IRLCs operate in basic or comm. schools Co-existing basic schs & IRICs supportive. Centers should repair their radios Shangombo doesn't have centres, the 2 closed. Lukulu & Sesheke data not yet collected.
May, 2004							
Province	***# Districts visited***	***# Centres data collected***	***# Centres monitored***	***Main observations***	***NGOs/institutions visited [Potential support]***	***Accomplishments / outputs***	***Comments***
CENTRAL Mrs. Bubala	Mkushi Serenje	Not mentioned	3	Mkushi O/A left & quickly replaced. Zonal mentor training under way with community	Non		POC seemed not to have done much in this month
CENTRAL Mr. Musumpuka	Kapiri Kabwe Chibombo Mumbwa			POC worked on potential partners to attend meeting O/As deployed & functioning Buyantanshi Open Community Schools (BOCCS) willing on IRI 13 community schools use IRI in Kabwe OAs boosted IRI activities	World Vision to support IRI PLAN CARE Dept. Comm. Dev. to provide centres with teaching aids AFRICARE PUSH	PUSH ready to collaborate.	

COPPERBELT	Kitwe Ndola Chingola Luanshya Mpongwe Masaiti Chililabombwe Kalulushi Mufurila Lufyanyama	55	55	PEO/PRCC support POC O/As active, no center left SESO summoned POC to review O/As IRI Registers & SGS forms distributed to centers Kitwe has 34 centres Kalulushi O/A stayed 4 days between centers without money with a borrowed bicycle OAs Chingola & Chililabombwe with MoE went to all the centers	Ndola Lions Club Titanium Paint & Baxgate want LTM profile Hindu Samaji to assist IRI Provincial Development Coordinator seeks partnership with POC	SESO, ESO POC & OA visited Kitwe centers SGS & enrol forms for Ndola centers collected Kitwe OA collected data for 32 centres in with DEBS	POC reports Luanshya has 4 centres & hence does not see why an O/A there POC combined 2 months activities in 1 report (April /May 2004)
EASTERN	Chadiza Petauke Nyimba Chipata	43	43	Enrol forms for new centres in Petauke (World Vision) not yet collected. Re-broadcasting G1 by radio Breeze is good news to centres to open more World Vision opened new centres (Petauke) & helped them in-kind	Radio Breeze & POC hold meetings & joint monitoring s PLAN turned centre into pre-school, POC intervened. EPWDA use IRI to promote literacy among the women		
LUAPULA	?	?	?	?	?	?	?
LUSAKA	Kafue Lusaka Chongwe	49	79	16 comm schools in Kafue trained in IRI (2000), only 6 function. Others closed due to little MoE support Lusaka had 25 centres 2003 & another 20 in 2004 Chongwe World Vision do in kind support to centers	PUSHready to start supporting IRI World Vision needs feedback meetings	Follow up done in 2004 to Lusaka centres unlike in the past.	Many Lusaka centres are ZCSS affiliates hence collaboration is vital Luangwa with 5 centres has not been monitored due to transport problems
NORTHERN	Mporokoso Kasama Mbala Luwingu Mpika Nakonde	37	37	Mwenda concentrated on meetings with partners 31 World Vision mentors trained in Mbala with MoE	Social Welfare Dept Catholic Diocese World Vision- donated 21 radios for Mbala centes	21 donated radios for Mbala & K13.9m	MoE involvement in World Vision training was a good idea.

	Chinsali						
N/WESTERN	Solwezi	4	4	POC sensitized community at a church service	World Vision donated 4 radios to 4 centres in Solwezi		POC sent 2 page report with little information
SOUTHERN	Chikuni			Good retention among mentors and most of them come back to centres after teacher training courses.	Chikuni does IRI monitoring	Chikuni gave desks to centers /does refresher trainings	
WESTERN	Mongu Kalabo Senanga Sesheke	26	42	10 new centres opened in February 2004, thanks to radio Lyambai Girl child attendance is good, most boys go fishing OAs are functioning Province has 103 mentors, majority are G12 & 50 are not trained in IRI. Most mentors after mentor training become untrained teachers at GRZ schools or open pre-schools Mr. Kamalata, POC & Ms Kudra started radio sensitization POC observed few centres benefited from comm. support as of today. 2,126 learners are benefit IRI (Mongu)	World Vision, donated 21 radios	POC held 14 sensitization meetings with stakeholders in a month.	
June, 2004							
Province	***# Districts visited***	***# Centres data collected***	***# Centres monitored***	***Main observations***	*NGOs/institutions visited [Potential support]*	***Accomplishments/ outputs***	*Comments*
CENTRAL	Mkushi Serenje Mumbwa Chibombo Kapiri Kabwe	33	33	Mkushi organized a zonal mentor-training workshop financed by communities. to rectify mentor attrition Mentors were also given skills on how to fill in enrolment forms	Non	Conducted G3 tests in 11centres 1 day mentor training is good Zonal mentor training was done in Mkushi	Zonal mentor trainings are good initiative. This should be encouraged to other provinces

				POC visited centres with ESO & PCV Feedback meeting for mentors to check progress organized in Kabwe POC concentrates on data, monitoring & partners	Non	Untrained mentors ready for next Grade even before radio mentor training.	POC has put up a very good plan in readiness to 2nd cycle activities
COPPERBELT	Luanshya Ndola Kitwe Chililabombe Mufulira Masaiti Chingola	33	33	POC with OAs did extensive monitoring PEO requested by Hqs to show IRI data,& POC provided information Testing was successful 20 learners from Twatasha primary joined Racecourse centre for serious learning	Nelmor company wants to adopt a centre	21 males are doing extremely fine in mentor performance	POC feels OAs have left soon, they were of great help
EASTERN	Chipata Petauke Katete Chama Mambwe Lundazi	15	20	Mr. Eiger monitored 31 centres/Lundazi, appreciated good works at one centre & made monetory donation. Reading assessment done in 20 centres monitored	EPWDA opened women classes World Vision donated radios	Adult classes have opened and learners are mostly women.	
LUAPULA	Chienge Mansa Samfya Kawambwa Milenge Nchelenge	34	34	Chienge community schools work with IRLCs sharing materials & feedback. Most centres need radios, most of them broke. Mentor in Chienge stole radio, left centre & police are searching. High mentor turnover	World Vision to donate radios in Kawambwa Dept of agriculture-lent POC & OAs bicycles	PEO involved in IRI mentor sensitization: filling in enrol forms, registers	Province has high illiteracy therefore difficult to find G12 mentors
LUSAKA	Lusaka Chongwe			Lusaka has 100 centres and comm. schools using IRI Tracking G5 started & data collection on old centres The retention exercise done in Chongwe/Lusaka centres	PUSH partnership finalized formalization is awaited. ZCSS consultative meeting done	All centres except Luangwa ones monitored. Kafue centers reached	Lusaka urban centres are monitored, some even 3 times in a month

NORTHERN	4	10	10	Testing done in 10 centres 2003 G5 learners tracked: some learn at same centres in G6, others repeated G5 & others went to GRZ schools.	POC visited Nankoro Orphanage to start IRI after the orphanage received K80 million from Zamsif.	Mentor retention is good and at least half of mentors attended more than one training	Taonga learners will benefit from the K80m through clothing, books and school shoes
N/WESTERN	NO reports	NO reports	NO reports	NO reports	NO reports	NO reports	NO reports
SOUTHERN	Mazabuka Siavonga Chikuni	45	45	No monitoring was done in Mazabuka due to no funds Siavonga mentors need of training HHZ has IRI interest & wishes its use in agriculture. HHZ has part funding for mentor training Life skills bore fruit at Lusitu school, 2 female learners denounced rituals depriving them to go to school.	HHZ Norway Save Child Catholic Church PlAN/2 centres People's Action Forum: 2 comm schools/IRI with learning aids & life skills training. World Vision gave 21 radios for literacy & agriculture lessons Salvation Army DEBS	Introducing IRI to 7 basic schools in Siavonga is a good step and needs.	Mazabuka outreach assistant despite him been problematic, he was doing a very recommendable job. He met partners some who even donated materials for centres.
WESTERN	Mongu Kaoma Senanga Sesheke Kalabo	38	38	Taonga gained recognition. Centres benefited rice from parliamentarians. Barotse establishment gave land to 5 centres building structures (Mongu/Kaoma) Enrolment increased from 939 in 2003 to 2341 in 2004.	CRAIDS requested to fund IRI /life skills mentor training Legend consulting-called on POC for OVCs information	2 Taonga learners in basic schools doing well as reported by their teachers.	Taonga open day opened people's eyes after which demand for IRI is high POC still feels the OAs were necessary
July, 2004							
Province	*# Districts visited*	*# Centres data collected*	*# Centres monitored*	*Main observations*	*NGOs/institutions visited [Potential support]*	*Accomplishments/ outputs*	*Comments*

CENTRAL	Chibombo Kapiri mposhi Kabwe Mumbwa Serenje	8	21	Reduced feeding diminished learner attendance (Kawama /Shamabanse centers) Mwala centre (Kapiri) committee raised K 200 000 Centers: Kabwe 20, Kapiri 15, Chibombo 14, Mumbwa 14 Mkushi 31 & Serenje 44	Push gave foodstuff to Shamabanse & Kawama centres ROCs introduced IRI in their school, Chimanimani (Kabwe)	Only Kapiri, Serenje Kabwe & Mumbwa received guides.	Feeding improves attendance ROC teachers exempted from mentor trainings Registers not properly kept thus tracking 2003 G5 not easy
COPPERBELT	Luanshya Ndola Kitwe Chililabombwe Mufulira Masaiti Chingola	12	12	Racecourse centre produced G5, G8 & G9 learners who joined GRZ schools.	Mission press to ask if they can print guides	Enrolment data was verified as per outreach request	In 6 districts POC visited 12 centres since she was just verifying data as requested
EASTERN	Katete Chama Lundazi Chipata Chadiza	13	15	EBS staff traveled to the launch of community radio Enrol data verification done Most centers build IRI permanent structures Adult classes demanded	Radio Chikaya launched radio proj. Breeze does sensitization	Adult classes opened, mostly for women.	POC still needs OAs back.
LUAPULA	Chiengi Mansa Samfya Kawambwa Milenge Nchelenge	29	33	Most trained mentors left hence need to train new ones GRZ children moved to center (Mwense) sighting learning in centers as reason Mentors rely on radio training as option	W/Vison donates radios (Kawambwa) Unicef's K250, 000/ month for 3 mentors (Samfya) - in fights Community schools /IRI twining good	Monitored 33 centres in one month unlike in the past	POC reached centers himself & monthly coverage greatly improved
LUSAKA	Lusaka Chonwe			Lusaka has 100 centres/ comm schools using IRI Tracking G5 started & information collection on old centres	PUSH partnership on the way ZCSS consultative meetings good	All centres except Luangwa ones monitored.	

NORTHERN	Mpika Kasama Mungwi Nakonde Mbala Mpulungu Luwingu	?	?	Chafye center closed & headteacher of GRZ school promised to take all learners Mununga center mentor died & community to replace Children to be infused in nearby community school Mundemwa center operates from the basic school	?	?	?
N/WESTERN							NO POC
SOUTHERN	Mazabuka Siavonga Chikuni	45	45				
WESTERN	Mongu Kaoma Senanga Sesheke Kalabo	38	38				
August, 2004							
Province	***# Districts visited***	***# Centres data collected***	***# Centres monitored***	***Main observations***	***NGOs/institutions visited [Potential support]***	***Accomplishments/ outputs***	***Comments***
CENTRAL	Chibombo Kapiri Kabwe Mumbwa Serenje	19	19	PCV organized 2-day 57 mentor refresher workshop at resource centre Tracking G5 not easy due to improper record keeping & handover Structures being put up Neverest: Farmer bought uniforms for all learners & electrified classrooms Delivery of guides continued this month	?		POC couldn't go to monitor centres

COPPERBELT	Luanshya Ndola Kitwe Chililabombwe Mufulira Masaiti Chingola			Centers: Ndola=5centres, 309 learners Luanshya=4centre, 309learners Masaiti=4centres, 293 learners Mpongwe=2centres 84 learners Mufurila=7centres, 512 learners Chingola/14cent. 456 learners Chililabombwe=4, 124 learners Lufwanyama=4, 95 learners Kalulushi=1centre, 28 learners Kitwe 34 centres, 1402 leaners Kitwe: 7 centres on adult class		POC has details of centers in her province	No need to put OAs with few centres POC wrapped up outreach activities Inspite districts enjoying good reception from radio Icengelo, not taken advantage to set up more centres
EASTERN	Chipata Chadiza Nyimba Petauke	8	8	Some old centres functional Community support hard Community radio active with monitoring and mentors interviews on radio Centres: Chipata=15 (887 learners), Nyimba=7, (361), Petauke=20 (1197)	Non	Enrolment data of 4 districts sent with monitoring instruments & assessment results	3 page report came from Mr. Mazonga
LUAPULA	Chiengi	2	2	Radio reception in Chienge is not good			He just reported on his days visit to the district
LUSAKA	Lusaka Chonwe Kafue	14	14	Tracking 2003 G5 learners done in 10 centres Original centres for data on centre sustainability & mentor retention done Distribution of G2 guides to remaining centres done	200 footballs donated W/Vision CCF: future partners ZCSS: future plans ZOCS ROCS ZACEF	Footballs secured for centres	Outreach concentrated on writing final report

NORTHERN	Kasama Kaputa Luwingu Mporokoso			Centres: Kaputa (14), Kaputa (7), Luwingu (5), Mporokoso (15), Mpika (28), Chinsali (5), Isoka (1), Nakonde (10), Mbala (3), Mpulungu (3) & Mungwi (12), and total (6,257) Most centre radios broken Some centres have structures MoE in Kasama supportive Mpulungu and Chechamu centres are closed	Social Welfare Dept Kasama Lions Club Radio Mano Ireland Aid Catholic church World Vision HODI	POCs increased centres by 42 Province has 101 trained mentors World Vision donated 31 radios	Results for assessments should be shared with POCs & MoE to know learner achievements POC feels motor bike is not enough, a utility vehicle could do
N/WESTERN	NO reports	NO reports	NO reports	NO reports	NO reports	NO reports	NO reports
SOUTHERN	Monze/ Chikuni	8	9	Enrolment data verification & tracking original centres done in 8 centres Tracking 2003 G5 learners done at Kanchoompa, Cheelo & Singonya: none of learners went to G6 and only 3 are at Singonya basic in lower Grades	Non	Quiz and singing competition took place and wining centres got awarded	Some enrolment data for G3 and G5 missing, including part of this month's report
WESTERN							

APPENDIX E: COMMUNITY RADIO PROMOTIONAL PROGRAMS

Station	*Title of program*	*Type*	*Language*	*Main Message*	*Duration*	*Frequency*
Breeze	Taonga interviews with DEBS, POCs and community	Various	English	Importance of sending children to school	5 minutes	2 times a day
	Learning at Taonga	Magazine	English	How to set up centers Discussions with community	30 minutes	Monthly
	Taonga information show	Musical / drama	English Nyanja	Reports on activities from different IRI centers	15 minutes	1 per week
	PSA		Nyanja English	Taonga centers	As often as possible	As often as possible
	Taonga jingles and songs	Various / drama	English Nyanja	Benefits of IRI	10 minutes	As often as possible
Chikaya	Taonga muchikaya mwane	Interview	English Tumbuka Chewa	Why children should be sent to school	30 minutes	Weekly
	Taonga today	Documentary	English	Understanding Taonga	30 minutes	Monthly
	Tilute ku Taonga	Drama	Tumbuka	Send your children to Taonga centers	5 minutes	Daily
	Taonga yafika pa komo	PSA's	Chewa	The need for Taonga	1 minute	As needed
	Centre profile	Magazine	English	How Taonga really works	30 minutes	Monthly
Chikuni	Value of Education	Discussion	English	The importance of education	20 minutes	4 times
	Lost Diamonds	Discussion	English	What stops parents from taking children to school?	20 minutes	4 times
	People behind Taonga	Interview	English Tonga	Information on Taonga	20 minutes	4 times
	Hamaleke mu lwiiyo	20 drama	Tonga	Value of education	15 minutes	Weekly
Icengelo	Taonga time	Musical	Bemba English	Taonga – new hope for education	30 minutes	4 times per week
	Taonga and the community	Talk show	Bemba English	Taonga - the vital education alternative	1 hour	Weekly

Station	*Title of program*	*Type*	*Language*	*Main Message*	*Duration*	*Frequency*
	Taonga documentary	Documentary	Bemba English	Bringing Taonga to your door step	1 hour	Weekly
	Taonga calling	PSAs	English	IRI the new powerful educational tool	1 minute	8 slots per day
	Taonga our Saviour	Drama	Bemba	IRI snatching the child from illiteracy	30 minutes	Weekly
Lyambai	Program 1	Interview	Lozi	What goes on at Taonga	30 minutes	Weekly
	Program 2	Magazine	Lozi	What learning at Taonga is all about	30 minutes	Weekly
	Falishengo	Drama	Lozi	Importance of Taonga	30 minutes	Weekly
	What is Taonga	Drama	English	Importance of Taonga	30 minutes	Weekly
	Taonga songs			Multiple messages	30 minutes	Twice per week
Mazabuka	Taonga abuleya	Interview	Tonga	What is Taonga	30 minutes	Weekly
	Bana besu ku Taonga	Documentary	Tonga	Learning at Taonga	30 minutes	Weekly
	Fly with me to Taonga	Magazine	English	How to set up IRI centers	30 minutes	Weekly