

EDC Support to Zambia's Ministry of Education

QUESTT

(Quality Education Services Through Technology)

QUARTERLY REPORT

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Contents

| | |
|--|----|
| Abbreviations and acronyms | 3 |
| 1. Executive summary | 4 |
| 2. Project results | 8 |
| 2.1 Number of centers, community schools and learners using IRI..... | 8 |
| 2.2 Number of teachers trained by USAID programs/funding source..... | 8 |
| 2.3 Adoption of IRI program for use in GRZ schools..... | 8 |
| 2.4 IRI centers and schools captured by Annual School Census..... | 8 |
| 2.5 “Learning Plus” | 8 |
| 3. Overview of Activities..... | 9 |
| 3.1 Development of programs and materials..... | 9 |
| 3.1.1 Lower Basic..... | 9 |
| 3.1.2 Middle Basic..... | 9 |
| 3.1.3 Material distribution | 10 |
| 3.2 Outreach..... | 11 |
| 3.2.1 Mentor training | 11 |
| 3.2.2 Community sensitization | 13 |
| 3.2.3 Coordinators visits to the provinces | 14 |
| 3.2.4 Partners’ Support | 20 |
| 3.2.5 Taonga Cares | 24 |
| 3.2.6 Small Grant Scheme | 24 |
| 3.3 Community Radio Stations..... | 25 |
| 3.3.1 Summary..... | 25 |
| 3.3.2 Activities of the community radio stations..... | 25 |
| 3.3.3 QUESTT CRS Project ‘My Village’ | 32 |
| 3.5 IRI In Government Schools..... | 34 |
| 3.6 Achievement testing | 35 |
| 3.6.1 Achievement testing report 2005..... | 35 |
| 3.6.2 Achievement testing 2006 | 35 |
| 3.6.3 National Assessment 2006..... | 36 |
| 3.7 Teacher education..... | 37 |
| 3.7.1 Cell phone project..... | 37 |
| 3.7.2 “ <i>Fastele! Fastele!</i> ” Radio Programs..... | 38 |
| 3.7.3 Manual of Integrated Science Lessons (Grades 5-7)..... | 40 |
| 3.8 Monitoring and evaluation..... | 41 |
| 3.8.1 2006 IRI Enrolment data collection..... | 41 |
| 3.8.2 IRI centers and schools captured in Annual School Census | 42 |
| 3.8.3 IRI in community schools..... | 43 |
| 3.8.4 IRI in migrating communities..... | 43 |
| 4. Special events | 45 |
| 5. Success stories | 45 |
| 6. Personnel changes | 47 |
| APPENDIX A: Fiona Edwards, IRI advisor, Trip Report | 48 |
| APPENDIX B: Intermediate results..... | 66 |
| APPENDIX C: QUESTT Training Summary Sheet 2006..... | 70 |
| In-service training activities conducted by QUESTT for each quarter | 70 |
| Pre-service training activities conducted by QUESTT for each quarter | 78 |

Abbreviations and acronyms

| | |
|--------------|---|
| ART | Anti-Retroviral Treatment |
| CDC | Curriculum Development Center |
| CHReP | Community Health Restoration Project |
| CHIN..... | Children’s Health International |
| CRAIDS..... | Community Response to HIV/AIDS |
| CSC | Community Support Committee |
| DAPP | Development Aid from People to People |
| DEBS | District Education Board Secretary |
| DODE | Directorate of Open and Distance Education |
| EBS | Educational Broadcasting Services |
| EMIS..... | Education Management Information System |
| ESO..... | Education Standards Officer |
| FAWEZA..... | Forum for African Women Educators in Zambia |
| FCT | Fixed Cellular Terminal |
| GRZ | Government of the Republic of Zambia |
| IGA | Income Generating Activity |
| IRI | Interactive Radio Instruction |
| M&E | Monitoring and Evaluation |
| MDP..... | Microbicide Development Project |
| MOE..... | Ministry of Education |
| NBTL..... | New Breakthrough to Literacy |
| ODL | Open and Distance Learning |
| OVC..... | Orphans and Vulnerable Children |
| PAF | Peoples Action Forum |
| PDP | Program Development and Production |
| PEO..... | Provincial Education Officer |
| POC..... | Provincial Outreach Coordinator |
| PSA | Public Service Announcement |
| QUESTT | Quality Education Services Through Technology |
| RMT..... | Radio Mentor Training |
| SEO..... | Senior Education Officer |
| TA | Technical Advisor |
| TED..... | Teacher Education Department |
| TESS | Teacher Education and Specialised Services |
| UNICEF..... | United Nations Children’s Fund |
| VCT | Voluntary Counseling and Testing |
| VVOB | Flemish Office for International Cooperation and Technical Assistance |
| WFP | World Food Program |
| ZATEC..... | Zambia Teacher Education Course |
| ZCRP | Zambia Community Radio Project |
| ZIP/C..... | Zonal In-service Provider/Coordinator |
| ZNBC..... | Zambia National Broadcasting Corporation |
| ZOCS | Zambia Open Community Schools |

QUESTT Project

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

The core strategy is to continue and expand the basic education provision through Interactive Radio Instruction in IRI Centers and community schools for children who are not in conventional schools. QUESTT continues to assist DODE in the design, development and revision of programs and materials to cover all grades from 1-9, so that a full cycle of quality basic education will be available through DODE. QUESTT is also working with the Ministry of Education to introduce IRI into government primary schools.

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

1. Executive summary

Although the compilation of the enrolment data for 2006 was not complete by the end of September, preliminary figures indicate that the number of IRI centers and community schools using IRI continues to increase. Data has been received from 483 IRI centers and 503 community schools with a total of 77,451 learners of whom 51% are female. The distinction between an IRI center and a community school causes confusion on the ground, as there is almost no difference between them, especially now that so many of the community schools are using IRI. This is an issue which needs to be resolved as the Ministry develops its policy on community schools.

The indications from the Directorate of Planning and Information are that the majority of IRI centers and community schools using IRI are being captured in the Annual School Census (ASC) with 754 schools identifying themselves as Alternative Lower Basic Education Centers (IRI), compared to only 210 in 2005. In spite of this increase, it will still be necessary to capture enrolment data each year, as the ASC only identifies schools using IRI and does not collect data on the number of learners in those schools who are using IRI, and there are no plans to collect this data.

Development of the Grade 4 and Grade 6 programs proceeded at EBS with the assistance of Ms Edwards and Ms Chelemu. Broadcasting of the third term programs for these two grades started on 11th September. Although the programs were broadcast there was a serious shortage of mentor's guides as DODE had not included the printing of any of the new mentor's guides in their budget for 2006. UNICEF came to the assistance with funds to print Grades 5, 6 and 7 mentor's guides and a number of guides were photocopied but the provision of an adequate number of guides must be a priority for 2007.

The National Outreach Coordinator with EBS visited 14 community schools or IRI centers in Lusaka with Grade 6 classes to assess the effectiveness of the programs

and whether the classes were listening to them. The major problem with the broadcasts was found to be the time, because the broadcast time from 15.30 to 16.00 did not leave sufficient time for the necessary follow-up activities and more work had to be done before the broadcast. The mentors expressed a need for more reference materials and teaching notes, and indicated that the songs were not so popular with the older learners.

During the last months of TA assistance towards program development, the emphasis was on the development of the programs for Grade 7. By the time they had left, all Term 1 scripts had been written and edited by the TA, and all the master plans and mentor's guide pages for terms 2 and 3 were written. Since not all the Term 3 plans could be edited, in consultation with the management of EBS, two producers were identified who have been working on IRI programs since 2000 and who have sufficient skills and language ability to edit the remaining master plans and scripts.

177 mentors and teachers received face-to face training in IRI methodology during the quarter, while over 900 gathered in clusters to listen to the radio mentor training. The emphasis during the August school holiday was on the training of ZIPs, so that they could take responsibility in their zones for the training, support and monitoring of IRI in their zones. 130 ZIPs in 14 districts were trained in IRI methodology, and will be able to assist the Ministry and the POCs. Their major request was for transport so that they could visit the IRI centers and schools.

The POCs in four provinces have assisted the Ministry with the sensitization of communities, either to demonstrate the need for them to provide education for their children and therefore to open an IRI center, or to provide more support for the existing centers. Although the National Outreach Coordinator found 20 out of 40 centers visited had embarked on income generating activities, there is still a lack of support from the communities and therefore a high turnover of mentors.

The National Partnerships Coordinator has been assessing the level of support given by partners in the different provinces and encouraging other partners to contribute in whatever way they can to the education of OVC.

The small grants for five provinces were processed during the quarter. The communities received training in record keeping and accounting and, where possible, opened bank accounts for the funds. In areas where there are no banks, the funds will be deposited in the DEBS account clearly marked for the small grant program. The remaining grants will be processed and disbursed during the next quarter.

Four Ministry officials from the Teacher Education Department undertook a monitoring visit to the schools piloting IRI in government schools. They interviewed the teachers and observed Grade 1 and Grade 2 lessons. The monitoring report will be compiled in October but the initial reports indicate that they found the schools

making good progress and there has been no change in the Ministry's decision to make IRI programs available to more GRZ schools.

The community radio stations were active in their promotion of Learning at Taonga Market. Five stations continued to broadcast the actual programs and they all produced programs highlighting the achievements of IRI centers and community schools. Their programs encourage communities to open new centers and to provide better support to existing centers. The stations have started to produce programs with Ministry officials with the result that communities realize that LTM is an official Ministry program and that they can direct their queries to Ministry officials.

The extension of the community radio project in the Eastern Province has enabled the project staff to demonstrate to the other community radio stations the sort of programs they have been producing and the way in which they use listener groups to obtain feedback and encourage community participation. The staff recorded a total of 50 'My Village' programs with a focus on education and OVC, of which 34 have already been broadcast. The extension ends at the end of October but the two radio stations have already agreed that they will continue to produce the 'My Village' programs with their own resources.

The report on achievement testing of Grade 1 learners in IRI centers and community schools has been drafted and will be finalized and presented to the Ministry in October. Preparations have been made for conducting achievement tests for Grade 2 in government schools and grades 2 and 3 in IRI centers and community schools. The testing will take place in October and November. A steering committee comprising representatives from each directorate of the Ministry and chaired by DODE was formed to ensure Ministry approval of the designs and plans.

The Examinations Council of Zambia is conducting a national assessment of Grade 5 learners in September and October and has included 40 IRI centers in their sample. They will complete multiple choice written tests in English, Zambian languages and Math.

The cell phone project with Kasama and Malcolm Moffat colleges of education has faced a number of challenges which have not been resolved as yet. Although 11 out of the 18 student teacher groups were meeting to discuss their problems, only two phone guardians used the cell phones to communicate with the lecturers in the colleges and then could not contact them because the Fixed Cellular Terminals at the colleges were not working. The official evaluation of the project will be undertaken in October and thereafter the Ministry will decide how to continue.

The first episode of *Fastele! Fastele!* was broadcast on 6th July and since then the programs have been broadcast as scheduled each week. Questions are asked at the end of each program and teachers are encouraged to SMS their replies. However, very few replies have been received, so additional ways of encouraging feedback have been devised.

With the help of DRCCs in Central and Lusaka provinces, baseline data on teacher performance was collected which will be compared to their performance after the end of the broadcasts.

The lessons which had been developed for the *Manual of Integrated Science Lessons (Grades 5-7)* were piloted during July and August and the teachers met to revise the lessons and select the most suitable for filming. These lessons were rehearsed during September and scripts were developed. Filming will be done in October. The Ministry is seeking fund for printing the manual to accompany the CD-ROMs.

2. Project results

SO 6.1 Improved Quality of Basic Education Delivery System

2.1 Number of centers, community schools and learners using IRI.

The data collected so far shows that there are 483 IRI centers and 503 community schools using IRI, and a total of 77,451 learners. This represents 92% of the target number of learners for 2006, which is 84,034. The gender ratio is 51% female and 49% male. The targets for IRI centers and community schools were 600 and 500 respectively, so the results show that fewer IRI centers are being established than was anticipated but more community schools are starting to use the IRI programs and existing IRI centers are registering as community schools.

2.2 Number of teachers trained by USAID programs/funding source.

177 non-certificated teachers were trained during the quarter, 96 male and 81 female. The funds for these training courses were provided by MOE and QUESTT, with Chikuni Parish assisting with the Southern province course and ZOCS and PCI with the Lusaka course.

A total of 130 qualified teachers were trained. These were Zonal In-service Coordinators, who are responsible for the in-service activities at the schools within their zone. The purpose of the training was to train them in IRI methodology so that they can train, supervise and monitor centers and schools using IRI within their zones.

2.3 Adoption of IRI program for use in GRZ schools

The Director of DODE discussed with the Director of TESS the need for the two directorates to work together to facilitate the extension of IRI programs to more GRZ and community schools. It was agreed that the plans would be included in the annual work plan and budget of both directorates.

2.4 IRI centers and schools captured by Annual School Census

The preliminary EMIS results from MOE indicate that 754 schools identifying themselves as IRI centers or schools have been recorded in the Annual School Census.

2.5 "Learning Plus"

Seven community radio stations are producing and broadcasting programs each week aimed at improving the support the communities give to the education of their children and particularly the OVC.

Three more formal partnerships and one informal partnership were established during the quarter, bringing the totals to fifteen formal and ten informal partnerships.

3. Overview of Activities

3.1 Development of programs and materials

The full time and part time support that has been given to Educational Broadcasting Services and DODE since 1999 in the development of IRI programs ended during this quarter. The scale of assistance has been gradually reduced over the years, as the producers in EBS have received on the job training and have learnt how to design, develop, produce, review and evaluate IRI programs. Ms Fiona Edwards, IRI Advisor, ended her contract with EDC at the end of August, while Ms Sue Chelemu, Instructional Design Advisor for Math and Science, ended her contract at the end of September. The Technology Advisor, Mr Simon Richmond, remains based at EBS, and spends 50% of his time assisting the staff there with technology problems. The work of the TAs on Grade 4 and Grade 6 programs has been completed, leaving only some work on Grade 7 and Grade 5 programs to be completed by the producers.

3.1.1 Lower Basic

Grade 4: The Lower Basic team of producers completed the recording, evaluation and finalization of the Term 3 programs. The final term of the Grade 4 programs are now being broadcast.

3.1.2 Middle Basic

Grade 6: The Middle Basic team of producers completed the recording, evaluation and finalization of the Term 3 programs. The Term 3 programs were broadcast from September 4th.

Grade 7: Both teams have continued working on the Grade 7 programs. Ms Fiona Edwards visited Zambia in July to review progress and to evaluate the first ten programs. During her trip she drafted the scope and sequence for the mentor training programs and completed the draft of the Term 1 Mentor's Guide. This was her last visit, as she is leaving EDC to take up a full time teaching post in London. Ms Sue Chelemu continued to assist the producers and to edit the math and science sections until she left at the end of September to continue her studies.

The producers have written all term 1 scripts, and they have been edited by the two TAs. The producers have written the master plans and mentor's guide pages for terms 2 and 3. Ms Chelemu has completed the editing of all the math and science segments but it was not possible for Ms Edwards to complete the editing of all the English and social studies. Two senior producers at EBS were identified who had been working on IRI programs since 2000 and had sufficient skills and language ability to edit the scripts for English and social studies. The master plans and mentor's guide are complete and have been edited, and the scripts for term two have been written and edited. The senior EBS producers will complete the editing of the term three scripts.

3.1.3 Material distribution

There were very few teaching and learning materials distributed in this quarter as there were no term 3 mentor's guides for grades 5 and the term 3 mentor's guides for grade 6 were delayed. The project photocopied 300 copies of the grade 5 term 3 mentor's guides which were all distributed.

UNICEF came to the aid of PDP with the offer of funding the printing of mentor's guides. They are printing 1000 copies each for grades 6 and 7. This will be a big relief for the mentors, although they were not ready for the start of the term but it is hoped that the printing will be completed before the end of the term.

In order to assist learners with some kind of reading materials, CDC was approached to donate some readers to IRI Centers. The only books available were Zambian language workbooks for teachers in Silozi, Icibemba and Chitonga. We will follow up with CDC in the next quarter the possibility of getting some reading books.

There was very little demand for the radios in this quarter as most centers are now equipped with radios. The only radios that were requested, especially in Lusaka, were replacements for the damaged radios. The SEO in Lusaka has received about 20 damaged radios that need to be replaced. In most cases when these radios are brought they come without the solar panel. When the mentor is requested to bring the solar before a new one can be given, in many cases the story given is that the solar panel was lost.

The SEOs and ESOs have been requested to budget for teaching and learning materials so that they can be available in centers, in the coming year.

3.2 Outreach

3.2.1 Mentor training

a. Face to face training

Face-to-face training was conducted in 5 provinces namely Western, Southern, Eastern, North Western and Lusaka. A total of 177 mentors were trained in this quarter, (96 male and 81 female). Southern Province organized a training course for 46 mentors that was very successful because each mentor was made to prepare learning and teaching materials for his or her class.

| Date | Province | Purpose | Funder | Days | Male | Female | Total |
|-------------------|------------------|---|--------------------------|------|------|--------|-------|
| 11-13 July | Western | IRI methodology | MOE | 3 | 13 | 6 | 19 |
| 26-30 July | Southern | 4 were trained in the IRI methodology. 46 were on refresher course for IRI | QUESTT Chikuni MOE | 5 | 23 | 23 | 46 |
| 14-16 August | North Western | IRI methodology | MOE | 3 | 16 | 1 | 17 |
| 22-23 Aug | Lusaka | Training mentors/ community school coordinators in IRI methodology and school management. | MOE | 2 | 20 | 28 | 48 |
| 31 Aug -1 Sept | Lusaka | Training in IRI methodology | ZOCS and PCI | 2 | 7 | 14 | 21 |
| August 23-27 | Eastern | To train mentors on the IRI methodology life skills management of centers | MOE | 5 | 17 | 9 | 26 |
| TOTAL | | | | | 96 | 81 | 177 |

b. Radio mentor training

A total of 926 (626 males, 300 females) participated in the radio mentor training from 4-8th August 2006. The number would have been higher than this, but due to the change of dates, some provinces learnt of the dates of the training during the course of training. The provinces that clustered their centers for the RMT are shown in the table below.

Term 3 Radio Mentor Training

| | Male | Female | Total |
|----------|------|--------|-------|
| Western | 25 | 30 | 55 |
| Lusaka | 2 | 8 | 10 |
| Eastern | 336 | 152 | 488 |
| Southern | 7 | 4 | 11 |
| Central | 6 | 10 | 16 |
| Northern | 193 | 58 | 251 |

| | | | |
|---------------|------------|------------|------------|
| Copperbelt | 25 | 20 | 45 |
| Luapula | 32 | 18 | 50 |
| North Western | <u>-</u> | <u>-</u> | <u>-</u> |
| Total | <u>626</u> | <u>300</u> | <u>926</u> |

The MOE in Southern, Eastern and Lusaka Provinces funded mentor training for 78 mentors (44 males, 34 females). This is a positive step that has been taken by MOE; and it is hoped the other provinces will take up the same initiative.

c. Training for zonal in-service providers

Funds were made available to the provinces by the project to train ZIPs in a number of districts so that they could assist in the training, support and monitoring of IRI in their zones. ZIPs from one or two districts were trained in each province in

- IRI methodology
- Enrolment data collection
- Monitoring Instruments
- Assessment of Learners
- Helping slow learners
- Administration of IRI centers

The ZIP training was conducted in the following districts:-

- Western Province - Shangombo and Sesheke districts
- Southern - Kalomo held in Livingstone
- Central - Mumbwa district
- Copperbelt - Kitwe
- North Western - Mufumbwe
- Eastern - Chama
- Luapula - Samfya, Mansa, Mwense, Kawambwa, Chiengi.
- Northern - Chilubi Island and Chinsali

The training in Northern Province also included information on:-

- Partnerships
- Learning Plus
- Taonga Cares Initiative
- Financial procedures.

At the end of the training emphasis was made to the ZIPs on the following areas:

- locate the centers and acquaint themselves with them
- hold discussions with CSC so that they understand how centers run.
- understand how centers operate and the role of CSC.
- familiarize themselves with learning and teaching material designed for the IRI program so that they are able to build the mentors capacity and find it easy to identify areas of need while in the field.

Concerns from ZIPS - The ZIPS made passionate appeals to be assisted with transport. They emphasized that it would be very difficult for them to reach the very remote areas without any form of transport. QUESTT promised to look into the transport problem once their budget is approved. At least even bicycles could be purchased.

3.2.2 Community sensitization

Community workshops were held with a total of 732 people (427 male, 305 female) in 5 provinces.

In Northern and Luapula provinces a total of 10 meetings were held in 4 districts to show and demonstrate to the communities the use of the Weza machine which charges eight cell phones at one time. The communities were told that the machine could be used for income generating activities to support mentors, as most communities lacked resources to support mentors adequately. This machine could be given to the CSC on loan and paid for over a long period of time. The communities were impressed with the concerns of Freeplay Foundation and were all eager to start using the machine. In Central province, a total of 119 (70 males, 49 females) communities were sensitized in the area of mentor support, learning structures and center management in Chibombo, Mumbwa and Kabwe.

In August the POC carried out 2 sensitization meetings in Chishi Island and the chief's palace. There was need for them to open up IRI centers as transport on the swamps was by dug out canoes which were dangerous, and due to these transport challenges in the swamps and islands, teachers resist going there. Therefore the IRI program is the best alternative way of delivering education to the OVCs in the islands. The chief welcomed the idea and committed himself to talk to his subjects about opening these IRI centers.

The POC has reported that there are already 2 IRI centers that have opened in the islands as a result of the two sensitization meetings which were held and the commitment of the area chief.

The POC also held two meetings in Mansa and Samfya with six MOE stakeholders to evaluate the IRI program, the findings were:-

- The spread of the IRI program to remote places like the Bangweulu Swamps and Islands.
- The shortage of teachers in GRZ and Community Schools has been reduced especially where GRZ trained teachers were also trained in the IRI methodology.

Eastern province sensitized a total of 227 people (131 male, 96 female) from CSCs and communities on their roles. As a result of this sensitization many new centers have opened in the province.

Challenges were:

- Lack of support to mentors
- Teaching and learning materials are insufficient, especially mentor's guides and posters.

The ESO-ODL were told to make adequate budgets for these materials and SEOs should make efforts to collect the materials from DODE Headquarters

3.2.3 Coordinators visits to the provinces

In this fourth quarter, the two Outreach Coordinators visited 8 provinces and a total of 40 community schools and IRI Centers were monitored.

The purpose of the visits to the provinces was to share notes with the people on the ground, to monitor the activities at the centers, to interact with stakeholders, including the partner organizations, MOE officials and the communities and also to learn about the difficulties faced by each province, and chart the way forward.

a. Weza Machine:

The visit to Luapula and Northern provinces accompanied by the Freeplay Consultant, Jody Buttenshaw, was to meet communities and MOE officials to discuss and demonstrate the Weza Machine as an economic activity which could see a breakthrough to mentor support, as most communities lacked resources to support mentors.

All the ten communities met expressed interest in the Weza Machine as this would help them to maintain their mentors. However the communities requested Freeplay Foundation to adjust the Weza machine so that it could charge car batteries, as this could expand their income. Jody assured the communities and MOE that she would report back to Freeplay Foundation and this could as well allow guidelines to be made by MOE working with CSC to implement the project properly.

b. Classroom Construction:

Among the biggest needs of IRI Centers is that of shelter for learners. In all the 40 centers monitored in this quarter three quarters of them are engaged in classroom construction, using local resources for molding bricks. The roofs are grass thatched in three quarters of the structures. This could give an opportunity to centers awarded the small grant to be able to utilize the funds to complete their classroom structures.

The Barotse Royal Establishment has donated land to 6 IRI centers in Mongu to construct IRI classes. Muoyo is one of the IRI centers 15km west of Mongu which has been given a 10 hectares piece of land to construct a 1x2 classroom block with a K20 million donation from CRAIDS to purchase building materials. Village Headmen

have equally given out land to construct centers in Northern, North Western and Luapula. In Southern Province the council has given land to Muanumbweni Center to construct spacious classrooms.

The ownership of land will assist IRI Centers to be considered for GRZ grants since they will have their own permanent structures. It will also encourage them to expand.

c. Community income generating activities:

20 CSCs out of the 40 centers that were monitored in the 8 provinces are engaged in some form of income generating activities. The most common IGA in Northern, Luapula and Central provinces is brick molding. The communities mold from 5000 to over 15000 bricks which they later sell to people who are constructing. This has given them some income which assists them to support mentors. The scenario is changing – more and more centers are starting an IGA in a smaller way

d. Gardening:

In Western Province Coillard community has established a vegetable garden in which they grow cabbage, tomatoes, onion, pumpkins and rice which they sell to the surrounding communities and marketers. In Chimbele IRI Center in Northern Province the CSC is engaged in out grower's scheme and a piggery. To run these IGAs they have been supported by Kasembo Farms who give them farming implements and the technical knowledge on how to manage their projects. The two mentors at the center are well supported and the third mentor has been sponsored for a two year ZATEC training course. The CSC has been requested to share their successes in IGAs to other neighboring centers which they gladly accepted and have started with Chishipula CSC, which is 16 km east of Kasama.

e. Teaching and learning in IRI centers

Live lessons were observed in 8 of the centers monitored, 1 GRZ School, 3 community schools and 4 IRI centers and the following observations were made:-

- The lessons were enjoyable for the learners
- They were able to answer independently in an orderly manner.
- The relationship between learners and the teachers was very cordial.
- Songs and games cement what is taught.
- In some cases learners were ahead of their teachers as they continued getting instructions from the radio teacher. This was evident at Beliya Community School in Solwezi.
- A teacher at Kazhiba School has successfully integrated IRI and NBTL. His literacy lesson was a marvel to observe as learners actively participated.

There is shortage of teachers/mentors in Solwezi. Two centers were found manned by one teacher each, running grades 1-7. However in Kachile Community School, the GRZ trained teacher has greatly utilized the IRI methodology and multigrade

teaching to enable him to handle all the grades. The PEO and SEO were advised to monitor the centers closely so that teachers do not relax in the IRI and multigrade teaching and that the learners get the best out of it. The SEO promised to conduct an in house in-service training on multigrade teaching because the Kachile Community School teacher had lost touch with the methodology.

f. Monitoring Grade 6 classes in Lusaka

The monitoring of the grade 6 IRI Centers was as a result of the need too verify reports from the field by the PDP middle basic team which indicated that some centers visited did not have grade 6 classes or were not following the IRI radio lessons. This came to light in the advisory committee meeting held at CDC. QUESTT Outreach and PDP were given the task. In order to come up with a true picture of the situation on the ground, a total number of 20 centers in Lusaka and Kafue were selected to be monitored. Out of this target the following 14 centers were monitored.

- As can be seen from the table, in three centers visited, learners and mentors reported in the morning using the face to face mode of learning.
- Out of the 14 centers visited the monitors were only able to interact with seven grade 6 mentors. In the other seven centers information was obtained from either center coordinators, other mentors, CSC or indeed from the learners.

DATA OF GRADE 6 LEARNERS FOUND IN THE CENTERS

| Center | Learners Found | | | Mentor | | Lesson time | Preferred time for learning |
|----------------------------------|----------------|----|-------|--------|---|------------------------|-----------------------------|
| | B | G | Total | F | M | | |
| 1. Kamanga IRI | 12 | 6 | 18 | | 2 | 13:00hrs 16:30hrs | Start at 13:00 hrs |
| 2.Nangombe (mentors were absent) | 6 | - | 6 | | 2 | 15:00hrs | No problem with time. |
| 3. Cobelt | 15 | 25 | 40 | | | 14:00 hrs 16:30 hrs | 14:00hrs |
| 4. Children's Liberty | 10 | 6 | 16 | 1 | - | 14:00hrs 16:30hrs | |
| 5. Word of Life | 7 | 8 | 15 | | 1 | 14:00hrs 16:30hrs | Have no problem |
| 6. Chibengelele | | | | | | | |
| 7. Mocso Kuomboka | 11 | 9 | 20 | | | 14:00hrs 16:30hrs | |
| 8. Ngwerere IRI Center | - | - | - | | - | | Morning |
| 9. Neza Community School | - | - | 15 | 2 | | 14:00hrs 16:30hrs | |

| Center | Learners Found | | | Mentor | | Lesson time | Preferred time for learning |
|-----------------------------------|----------------|----|-------|--------|---|----------------------|-----------------------------|
| | B | G | Total | F | M | | |
| 10. St Michael's Community School | 33 | 27 | 60 | | 1 | 14:00hrs 16:30hrs | |
| 11. Sinu Community School | - | - | - | 1 | | | No grade 6 |
| 12. Tulibanji | - | - | 28 | | 1 | 14:00hrs 16:30hrs | |
| 13. Saviour Community School | | | | 2 | | | Morning |
| 14. Bauleni | | | | 1 | | | Morning |

The findings:

- Out of the 14 mentors teaching grade 6 only 2 have no grade 12 full certificate.
- Out of the 14, 10 have been trained and 4 are yet to be trained
- Need for more mentors' notes in English and Science subjects.
- Much teaching is done before the broadcast as there is limited time after the broadcast. This is because children have to be released much earlier to travel back to their homes.
- The mentor's talked to appreciate the radio lessons. The radio teacher consolidates new concepts about which mentors are not confident.
- The broadcast time should be extended from 30 minutes to 40 minutes.
- Grade 6 learners do not see any value in the songs. To them it is a waste of time. This time should be spent in explanation of concepts and content.
- Lack of reference materials such as mentor's guides, readers and posters are making their work difficult.
- At one center where the teacher was not found when the monitoring team wanted to withdraw the radio, children almost shed tears of protest, an indication that they do listen to the radio.

Recommendations:

- Broadcast time for grade 6 and 7 programs should come earlier so that mentors can have enough time to do post broadcast activities.
- Mentor's guides to be distributed earlier in the terms or during the Radio Mentor Training week.
- Songs should be minimized at grade 6 and 7 levels.
- ZIPS should be encouraged to hold in-service training during the term. This will sharpen teaching skills and broaden the knowledge of the mentors in subjects such as science and math.
- There is still need for mentor support since most mentors spend little time teaching as they go out finding for themselves.

QUESTT Quarterly Report July to September 2006

| Month | Province | No. of IRI Centers Visited | Results |
|-----------|------------|----------------------------|--|
| July | Luapula | 4 | <ul style="list-style-type: none"> - CSCs – excited and embraces the Weza Machine for IGAS. - Small grant forms explained to CSCs. - New PEO embraces the IRI program and appreciates the idea of the Weza Machine. - Mentor support big challenge for CSC. - 3 CSC constructing shelter for their learners. - Enrolment was low in the centers due to the cold season. |
| July | Northern | 6 | <ul style="list-style-type: none"> - PEO integrates LTM into the MOE education activities. - Successful IGAs of out-grower scheme for maize and soya beans doing well at Chimbele IRI Center. - A teacher's house built at Chimbele IRI Center and accommodates a GRZ teacher with funds from Brother Denis friends in Canada. - Chimbele community sponsors their community teacher, for a two year ZATEC Course. - Brick making a successful IGA done in 5 centers. - Chishipula center to be introduced to the Katembo farms, to sell their farm products. - Free Play Consultant wishes to pilot the Weza Machine in Northern/Luapula Province. |
| August | Southern | 1 | <ul style="list-style-type: none"> -The demonstration lesson gave ZIPS an insight of an IRI lesson. - Two female external auditors from Washington visited the ZIP training, they observed the demonstration lesson and learnt more about the LTM program. |
| August | Western | 6 | <ul style="list-style-type: none"> - Barotse Royal Establishment gives land to 6 IRI centers in Mongu to construct IRI classes. - CRAIDS funds Muoyo IRI Center to construct a 1x2 class block. - PCI raises the learning atmosphere at Taonga learners after the introduction of School Feeding Programme to 13 IRI Centers in Mongu. - A total of 25 ZIPS in Shangombo and Sesheke trained in the IRI methodology. -PEO over whelmed by the ZIP training as IRI will be strengthened in the two rural districts. |
| August | Copperbelt | 2 | <p>St Francis Community School and Dag Hammarskjöld Community adopt the IRI methodology and 11 teachers were trained to impart IRI methodology and skills life.</p> |
| August | Lusaka | 2 | <ul style="list-style-type: none"> - The USAID, QUESTT and MOE appreciate the IRI program in Lusaka Prisons and hoped that it could be extended to other prisons. |
| September | Lusaka | 14 | <ul style="list-style-type: none"> - It was discovered that grade 6 Lusaka learners, Chongwe and Kafue vary their time, but all the grade 6 learners start learning between 13:00hrs and 14:00hrs. |

| Month | Province | No. of IRI Centers Visited | Results |
|-----------|---------------|--|---|
| September | Central | 1 | <ul style="list-style-type: none"> - DAPP HOPE Kabwe - Keen to work with QUESTT on Taonga Cares Initiative. - CSC has molded 5000 bricks to put up a permanent structure – Care International will fund the roofing sheets and desks. - It was revealed by CARE that the community around Kamuchanga Center is mostly composed of farm workers, hence it takes a lot of time for them to do a community project they need a lot of sensitization and encouragement. |
| September | North-Western | 4 | <ul style="list-style-type: none"> - PEO approves a loan for a teacher teaching at a GRZ School piloting IRI as the teacher has to walk 30km each day to and from school . - PEO requested to send 2 trained teachers to 2 under staffed Community Schools using IRI manned by one teacher each. - Beliya community school using IRI supported by a Community Radio Station, doing very well with the IRI methodology because all teachers were trained as GRZ teachers and in the IRI methodology. - PEO has supported the school by sending trained teachers and teaching/learning materials. - Solwezi Community are proud about Beliya Community School. |
| Sept | Copperbelt | (DAPP HOPE) Operating in 10 districts | <ul style="list-style-type: none"> - DAPP Hope Station in Ndola to partner with QUESTT on Taonga Cares Initiative which operates in six provinces. |

3.2.4 Partners' Support

a. Meetings

At a meeting with Kara Counselling, Mr. Kapinda explained that their program does not have activities for OVC support because this area is getting global funding through CHIN while they get small grants for HIV/AIDS related activities particularly for economic empowerment. This would be a possible source of assistance for IGAs for the mentors.

During a meeting with Project Concern International (PCI) in Western Province, it was agreed that it would not be difficult for PCI to support mentors and community school teachers because they are already supporting an ART Clinic at Lewanika Hospital where they are working in conjunction with CIDAS. It was agreed that it would be helpful to hold discussions with decision makers at National Level so that clarification is made on the areas of coverage

QUESTT was invited to a stake holders' meeting with CARE International which provided an opportunity for sharing information on what each organization was doing for OVCs in Lusaka District, so that all stakeholders could plan how best to complement each other's efforts in supporting OVCs in Lusaka without duplication of efforts and to find out the roles of different organizations who were present at the meeting with a view to collaboration. The organizations present were SCOPE OVC, FAWEZA, ZOCS, PCI, World Vision, MOE, Coordinators from CARE. The Provincial Outreach Coordinator (POC), shared information on QUESTT support for OVC in Lusaka Province using IRI methodology while the Partnerships Coordinator gave an overview of IRI methodology and the expansion of the program in Zambia.

b. Support to provinces

Western Province

World Food Programme (WFP) has continued supporting providing food for listening to 2,340 children from 23 IRI centers.

Catholic Diocese of Mongu Development Center (DMDC) in Mongu District provided support to two IRI Centers, Mutwiwambwa and Coillard, by training mentors and the Center Support Committees in vegetable growing as an IGA and provided them with vegetable seeds, pesticides and sprayers.

World Vision supported mentor training and distributed teaching/learning materials to 9 IRI Centers in Kalabo District.

Community Response to HIV/AIDS (CRAIDS) gave a Grant to Muoyo IRI Center in Senega District to build a 1x 2 Classroom block and distributed education materials to three IRI Centers- Namuzingu, Namena and Namakombwe in Sesheke and Senanga Districts.

Project Concern International supported mentor training, a feeding program and school furniture to Ilute and Kasina IRI Centers in Mongu District.

World Food Programme supported mentor training and continued with the feeding program in Mongu.

People's Participation Services supported food for work for Coillard IRI Center in Mongu.

Eastern Province

World Food Programme, in collaboration with the Catholic Diocese of Chipata, continues to provide food for listening to 11,490 learners from 52 Community schools using IRI.

World Food Programme has continued providing food for listening to 23 IRI centers in Petauke District which is benefiting 2,340 children.

Eastern Province Women Development Association have continued giving support to 26 IRI Centers in the following Districts: eleven IRI Centers in Chama benefiting 445 children, four IRI Centers in Katete benefiting 855 children, two IRI Centers in Mambwe benefiting 454 children, and nine IRI centers in Nyimba benefiting 330 children.

Plan Zambia has supported four IRI Centers in Chadiza district, benefiting 300 children.

World Vision has continued to provide learning materials, radios, footballs and building materials to both IRI Centers and Community schools.

Development Aid from People to People (DAPP) has started to promote "Taonga Cares" through HIV/AIDS sensitization to communities and providing Voluntary Counseling and Testing services. It is expected that this initiative will persuade IRI Centers to set up peer education committees in the Communities/centers.

Southern Province

As a Partner, Chikuni Parish has supplied new chalk boards to IRI Centers. Five IRI Centers are on an agro-forestry project, producing vegetables and fruit as an IGA. As a result, ten mentors from these Centers are on K100, 000 monthly allowances under the scheme. The parish has also supplied a free solar radio set to each mentor in the catchment area.

The Provincial Outreach Coordinator held a successful planning meeting with Livingstone Women Make a Difference to draw up strategies on how to work together on common activities for centers.

World Food Programme continues facilitating the supply of food rations to IRI centers and Community schools in Kalomo and Kazungula Districts.

Northwestern Province

Potential partners who are willing to work with QUESTT in this province have been identified. They are the ART Clinic at Solwezi General Hospital and Community Response to HIV/AIDS (CRAIDS) who have agreed to support "Taonga Cares" in Voluntary Counseling and Testing, and treatment, while World Vision Solwezi has agreed to support mentor training, and provide teaching/learning materials and desks to Musele IRI Center in Solwezi West.

Central Province

26 mentors have gone for VCT after launching "Taonga cares" and efforts have been made to establish additional partners for "Taonga Cares".

HUMANA DAPP HOPE, Kabwe has been identified as a new partner willing to assist in Kabwe District.

CARE International agreed to provide funding for roofing sheets and desks for one IRI Center after the Community Center Support Committee molded 5000 bricks for construction of a permanent learning structure.

Luapula Province

This Province has two Partners.

World Vision Distributed free play radios to eleven IRI Centers in Kawambwa District, seven in Nchelenge district and fourteen in Mwense District.

BP Filling Station supported ten IRI centers in Mansa District with 50 exercise books and 100 pencils.

Copperbelt Province

Community Health Restoration Programme (CHReP) carried out a Community Sensitization on HIV/AIDS for Fundulu community.

Teachers Against HIV/AIDS Network (TAHAN) has continued supporting the acting Provincial Outreach Coordinator (POC) with transport for visiting IRI Centers and has supported children in the five IRI Centers in Luanshya with exercise books.

Northern Province

Northern Province has 16 active Partners.

Ministry of Social welfare provided food and material assistance for orphans.

Kasenda Women's Club in Nakonde District sponsors the 14 grade 8 ex-Taonga learners at Kasenda Basic with cash and educational materials

World Vision – Nakonde assisted in monitoring and data collection and supported the training of mentors, distribution of radios and footballs.

World Vision – Mbala provided transport and fuel for monitoring and data collection in 30 IRI Centers and supported mentor training and radios in their catchment area.

Brother Dennis with support from Canada assisted Chimbele IRI Center with US\$33,000 for a classroom, equipment and capital for an Income Generating Activity. Ireland Aid provided desks and cupboards for children at Chimbele.

World Vision – Mpika provides transport for monitoring and data collection, supports mentor training, and provides learning and teaching resources.

Musenge Women’s Club has adopted 43 learners who are given school requisites and are provided with a feeding program.

Mr. Paul Nelson of Mbala supports the IRI Programme through paying three mentors K104,000 each month.

Impact of Partnerships

- Despite size of Northern Province and the lack of resources, the POC and his team managed to monitor 110 out of 184 IRI Centers/community schools through assistance from partners.
- Many partners are one time supporters who offer “one time” assistance. As a result, sustainability remains a challenge.
- It seems that the majority of partners in the Northern Province are organizations that have to solicit funding from other major donors in order to support people on the ground. Hence sustainability still remains a challenge.
- Lack of transport for community training activities comes up from all provinces this quarter report.

3.2.5 Taonga Cares

The Taonga Cares Initiative implementation has been slow in the provinces since the Taonga Cares launch in Lusaka. Four provinces were visited to lobby partnership on Taonga Cares Initiative. The kind of support being sought was on the following:-

- Health Services for mentors
- Training mentors on HIV/AIDS
- Living positively
- VCT mobilization
- Formation and assistance to support groups.

DAPP Hope Station in Kabwe, Ndola, World Vision and Solwezi ART Clinic expressed interest in the Taonga Cares Initiative.

3.2.6 Small Grant Scheme

During this quarter the POCs with assistance from the DEBS and PEOs offices trained the CSCs and communities on the management of small grants and the filling of small grant forms. Almost this whole quarter was spent by CSC raising money to open up accounts. Three quarters of the small grant forms received have been signed by both EDC Washington and QUESTT. Unfortunately some communities have completely failed to open up accounts because of the lack of banking facilities; however those that have not managed to open their own accounts have used the MOE DEBS accounts where the small grant funds will be deposited. The centers that have failed to open their own accounts are:-

- Luapula province - all the 5 centers
- North Western - all the 5 centers
- Western province - all the 5 centers

The centers that have managed to open their own accounts:

- Southern province - 4 centers
- Northern province - 5 centers

20 centers in 5 provinces have received the first installment of their small grants. The invoice which is supposed to be signed by CSC has been sent to the POCS, which is supposed to be delivered and signed by the CSC chairpersons.

The POCS and MOE are expected to carry out an extensive monitoring exercise to see how the centers are doing on their second milestone and give advice to those that could have gone astray.

3.3 Community Radio Stations

3.3.1 Summary

The programs broadcast across the seven community radio stations relayed messages with a similar agenda, to support alternative education for out of school children, and how concerted support from the community can help increase learner enrolment and fill educational gaps.

The stations broadcast programs intended to help listeners understand the LTM program and what it takes to set up centers, and how to support and motivate mentors and learners. In Eastern province, enrolment has been largely influenced by the presence of three partner radio stations and the QUESTT community radio project. Chikuni Radio and the QUESTT Community radio project broadcast through Breeze and Chikaya have helped communities start income generating activities, create easier access to HIV/AIDS home based care and drugs for the local people including mentors who have been tested positive. On the Copperbelt, credit goes to Icengelo for their promotional programs which have revived closed IRI centers and gained support from various organizations that are complementing the LTM concept.

What has really cemented the support for LTM by the community has been the participation of the Ministry of Education provincial officials, particularly on the Copperbelt, who continue to appear on Taonga radio shows. This has helped the program become credible in the eyes of public, as they have come to realize that it is a Ministry of Education initiative and not a NGO scheme. QUESTT's community radio project is ending but the program will live on. The village concept will be integrated within the partner stations' Taonga programming. The stations agreed during the training workshop that was held in May that the direct involvement of various communities has an even greater impact for any program to succeed.

3.3.2 Activities of the community radio stations

a. CHIKUNI

The major event that took place during the quarter was the five day workshop for mentors held at Chikuni Radio Station, which was prompted by the station's monitoring of Taonga centers. The workshop looked at the challenges that mentors were facing in their respective centers. 46 mentors attended.

The aims of the workshop were to:

- Allow the mentors to exchange their experiences, thereby discovering, discussing and looking for the best solutions to their problems
- Give the mentors a deeper understanding of IRI methodology
- Improve general teaching skills
- Teach the mentors how to prepare learning/teaching aids

➤ Successes

Income generating activities

- The pilot project for agro-forestry running in five centers is making good progress with visible developments in the gardens. Some vegetables, such as tomatoes, cabbages, and plants like the moringa tree, which are of great help in sustainable agriculture, are flourishing.
- The feeding program is still running smoothly although children started feeding only in the second week of the term as the food was not delivered on time by the World Food Program.
- The World Food Program visited Kalisowe Taonga Center. They made a TV documentary about the challenges and successes of the center. The documentary was meant to be used to source for more funds for the food program. The WFP has also helped the station to acquire four pots with the capacity of 40 and 60 liters for cooking.

➤ Feedback

The feedback from the listeners has greatly improved. Many people were able to write about their opinions of the programs the station broadcasts. The station received five letters particularly on Taonga programs. Some listeners said that the Taonga learning plus programs have helped them especially on farming techniques and how they can improve their farming through sustainable agriculture. Others are grateful that they are able to read and write despite their old age. Children are also happy that they have access to basic education which they never thought would happen.

b. RADIO CHIKAYA

This quarter, Chikaya aired support programs and the Taonga lessons. Some of the programs were broadcast live while other programs are recorded in communities as open forums where community members are gathered to discuss solutions. In order for the station to create public awareness for development policies in the education system, more support programs have been aired with mentors, learners, center support committees sharing with listeners the successes and challenges they are faced with.

Themes looked at:

- Income generating activities in schools
- The work and operation of community schools in the district
- Promoting Center Support Committees; activities undertaken by Efumbeni, Kanono, Kakhombo centers were highlighted

➤ Center visits

8 centers were visited namely Champheta Community School, ALPHA Community Schools, Phikamalaza Basic School, Kanonono IRI, Efumbeni IRI, Matembe, Matuli and Kaphodo

➤ Successes

- The number of centers has continued to increase. This year they have added eight more centers to make a total of 38 centers.
- Completion of the classroom at Kanonono IRI center with iron sheets donated by the Ministry of Education.
- As a result of center support programs, more schools have started income generating activities in their centers and community schools.
- Most centers have retained the old mentors who have now become role models in their communities and centers.

c. RADIO ICENGELO

Following the Producers Review and Training workshop held at Lothian House in Kitwe from 8th May to 12th May 2006, the five programs produced were broadcast on radio in August. The programs addressed the following issues:

- Mentors facing up to challenges in difficulty situations
- Organizations working with vulnerable children
- How QUESTT is working with other organizations and communities to implement the LTM program
- Learners who have benefited from the IRI methodology

➤ **Public Service Announcements (PSA)**

A total of 15 PSAs from the Acting POC were broadcast about the workshop for ZIPs, Radio Mentor Training and the National Assessment exercise.

➤ **Challenges**

The Taonga team tries to ensure that all IRI centers follow the standard methodology of using the radio in the lessons. Unfortunately, this has proved to be very difficult as regards retaining trained mentors and availability of radios. For instance, Mugala IRI center and Mufuchani community school were not using the IRI methodology because mentors went away with the radios.

Lack of infrastructure. For instance, the number of children in need of education at Mugala has been growing and it is clear that their newly built classroom block will not be enough to accommodate the growing number of pupils. The same is the case with the school at Dag-Hammarskjöld memorial community school in Ndola. The school building there is not enough for the over 400 children that are enrolled at the school. At St Anthony IRI center children still learn under a tree.

The month of September, being a month of election was challenging. Most centers that were visited were not conducting lessons normally because some support committee members and mentors were away engaging in election campaigns and monitoring activities. This development delayed the collection of Listener Feedback forms.

➤ **Successes**

Support programs and those of other stakeholders are making an impact in terms of attracting children to Taonga centers. With few conventional government schools available in many areas, Taonga centers are clearly bridging the education gap by providing a free alternative. However, there is need to sustain this confidence. The unprecedented increase of children at schools such as Ipusukilo where the number of children has grown from 7 children learning under a tree to 1,000 children is very encouraging for the radio station.

The participation of business houses to improve school structures is another mark of success. Unilever South East Africa is extending the school at Dag Hammarskjöld in Ndola. The interest by other organizations is equally encouraging. World Vision donated seeds to Harmony community school while Copperbelt Health Education Project (CHEP) helped Ipusukilo community school with funds for capacity building.

The continued commitment and sacrifice of the community to build more schools is very encouraging and goes to show commitment to making Taonga work. At Mugala IRI center and Race-Course the communities have built classrooms.

The participation of civic and political leaders has also been increasing. This is positive because such leaders in society need to appreciate the importance of the education of the boy and girl child. The Councilors in the area of Harmony and Oasis IRI centers helped the two schools to acquire plots for new schools.

d. OBLATE RADIO LISELI

During this period, 15 programs have been broadcast. Some programs, like the one for PCI and Tamatali IRI Centers, were repeated to remind people of the benefits of Taonga. Other programs aired were programs produced during the production workshop in Kitwe. Whilst these were used as fillers, they actually helped in giving a different perspective to the whole picture of Learning at Taonga Market. These programs were important because they were an encouragement to local mentors: To hear a mentor from a different part of Zambia talk about the challenges they go through and how they overcome them was a special element in these programs.

➤ Public Service Announcements (PSA)

- The Production Manager of Oblate Radio Liseli emphasized to the mentors and other stakeholders present at a workshop held at the Community Hall organized by Western province POC that all organizations that are partners with QUESTT project should not hesitate to bring their announcements over to the station for airing. The mentors too were advised not to be afraid to go to the station for their announcements, provided of course that the announcements are consistent with the cause of making education available to all by 2015.

□ Community Action

- There is a general feeling that people in most areas have developed a concern that children should not be let loose. They would rather children go to school than play on the streets.
- Though mentor support from our poverty stricken communities is still minimal, they still manage to contribute what they can to promote the enhancement of education in their respective area.

□ **Feedback**

After countless calls to tell the listeners to tell the radio station what they thought about Learning at Taonga Market Lessons and Education Focus through letter writing proved futile, they followed the advice given by the Community Radio Coordinator to go out and collect feedback. From a considerable number of on-the-street interviews from a cross section of people in Mongu, the following were the findings:

- Learning at Taonga Market lessons have a large following. A good number of elderly people spoken to openly said their children were learning at Taonga and those whose kids were just at home expressed willingness to let their children get an education through Learning at Taonga Market.
- Many people appreciate the efforts that mentors are putting in despite not getting any form of remuneration.
- Members of the community were also appreciative of the efforts of other stakeholders like PCI, the Diocese of Mongu and others in providing food, clothes and even money.
- People feel strongly that Taonga has helped to reduce the number of street kids in Western Province.
- Attendance of kids at IRI Centers has increased considerably especially since most kids know that they are not going to learn on empty stomachs.
- Some people still feel it is government that needs to provide food to the centers. They feel that due to the high poverty levels, many community members are unable to contribute adequately to enhancing education in the area.
- Most people are not happy with the government because even after saying that education from Grade 1 to Grade 7 will be free, no reasonable structures had been built to reflect this.
- Through the interaction the station has had with the mentors, they learnt that Friday, 17:30 hrs is not an appropriate time for Education Focus. They have decided as Taonga producers that instead of completely scrapping Friday 17:30hrs, they introduce Saturday, 20:00 hrs as an alternative for a repeat program for Education Focus.

e. RADIO MARIA

For the period under review (July to September), 13 support programs were produced and broadcast in the local language. These were based on three main themes:

□ **Education provision**

- Under this topic, the issue of finding places in government schools was discussed. People interviewed around Chambidzi community acknowledged the importance of education but complained that most of their children felt discouraged from attending classes in formal schools because of long distances to such schools. They however expressed happiness that the establishment of IRI centers has provided them with an opportunity to educate their children.
- Pupils at Mshachanta and Jakt IRI centers were interviewed to find out what they learn and to ascertain the impact of IRI lessons. Most pupils revealed that they had learnt how to speak English and were able to speak a few words in English.
- One traditional leader, Chieftainess Mkanda, was so pleased with the knowledge pupils were being educated by lessons delivered on radio and decided to do something about the lack of a government school in her chieftdom and reduce illiteracy. She started a community school. This was covered on Radio Maria Zambia main news.

□ **Community support towards the Centers**

The topic discussed the kind of support which members of the community (with IRI centers) as well wishers can render to ensure sustainability of the centers. Pupils, mentors, and members of the Center Support Committees of Chambidzi, Mshachanta and Mchini were interviewed to explain the kind of support they desire. Below are some of the things that they mentioned

Construction of classrooms

Books and pencils for pupils to enable them revise the lessons at home

Remuneration for mentors financially or in kind i.e. contributing farm produce such as maize for the mentors

□ **Feedback**

- DAPP has pledged to sink boreholes and construct toilets at some centers in Chipata. The project sinks boreholes and constructs toilets at schools with orphans. Project leader, Levictus Banda, explained to the producer of Taonga Support program that they intend to sink some boreholes and construct toilets at some IRI centers within the project's catchment area (Msekera, Kanyanja, Kagunda, and Nyakutwa areas in Chipata district). He requested the producer to submit names of centers within the area in December for approval.
- An aspiring parliamentary candidate in Luangeni constituency, Charles Zulu has pledged to donate books and pencils to IRI centers in Kasenengwa constituency.
- The community around Chambidzi IRI center mobilized and molded bricks for the construction of a classroom block.

□ **Problems faced by IRI centers**

This topic discussed the problems faced by the centers. Pupils, mentors and Center Support Committee members were interviewed at Chambidzi and Mshachanta IRI

centers to identify the problems that the center faced and the assistance they needed. The problems that were identified are:

- Support towards the mentors to motivate and retain them
- Books and pencils for the pupils
- Lack of classrooms, a situation which has forced pupils at Chambidzi to be learning in a grass thatched church building

f. RADIO MAZABUKA

The following programs were produced:

- Debate – Is wearing uniform important in IRI centers for children?
- What measures are there to sustain the IRI centers?
- What are roles of center support committees in the IRI centers?
- How is the distance of the IRI centers addressed in the schools?
- Sustainability of the IRI
- Sustainability of mentors
- Culture barriers in communities that hinder girls in IRI centers
- What progress has been achieved in the IRI centers?
- Initiatives used in the IRI centers to sustain them.

□ Centers visited

Producers visited six centers and reported on the status of them: Shimungalu, Nkumbula, Nega-Nega, Kabobola, Changa-Changa B, Kaabo and Kachembele. Their visits and the programs broadcast have drawn the attention of NGOs, such as People's Action Forum and the Microbicide Development Project, to the needs of the IRI centers. They were also able to liaise between the Ministry of Education and the communities on the opening of more IRI centers.

□ Other initiatives

- Taonga producers paid a visit to Microbicide Development Project (MDP) in Mazabuka, a non-governmental organization conducting research on developing a microbicide for the prevention of HIV/AIDS. This was after it came to MAZ FM attention that MDP has been conducting debates in schools where they presented chalks, exercise books, pencils and crayons to the winners. The liaison officer Kennedy Mundia showed interest in the IRI centers by asking the producers to have a meeting to design topics and see how IRI learners can be involved so that they can also benefit from the prizes.
- PAF has acquired cement and iron sheets to help in the construction of decent classroom block for Nkumbula IRI center that has been in a dilapidated state.

□ Overall problems

The radio station was off air from 2nd to 20th September 2006 because of the transmitter break down. Media Trust Fund has managed to secure a new 500K watts transmitter for MAZ FM.

The radio trainings programs for the mentors for term three started on 25th September later than the expected date due to this problem. Almost all the mentors admitted in a meeting held to evaluate the impact of the program that they were not listening to the two support programs in Tonga and English on MAZ FM.

❑ **Issues that influence the partnership**

- The two support radio programs that run side by side with lessons on Monday and Friday have attracted partnerships that have come out to support the IRI centers.
- The help to some IRI centers by other partners in the district has come about due to the continuous sensitization and encouragement of the IRI methodology as important way to learn and teach.
- This is evidenced in Kabobola, Nega-Nega, Nkumbula where people's action forum PAF an NGO is working with the communities have come out in the areas to help the children in the IRI centers by providing them with uniforms, exercise books, school bags, crayons.

❑ **Outlook**

The new transmitter, which was acquired for the station by the Media Trust Fund, will significantly improve transmission radius such that the signal will now be received in areas previously experiencing reception. This means that it will now be possible to have more centers accessing programs from MAZ FM clearly.

In view of the above MAZ FM will, in the support programs, in the next few months increase programming aimed at encouraging opening of IRI centers in Nega-Nega and Muggoto areas.

3.3.3 QUESTT CRS Project 'My Village'

The follow up program integrated within the QUESTT objectives and goals has been instituted to run up to 31st October 2006. This transition has seen the faithful production of a modified Our Village show of thirty minutes duration.

The aim of these shows is to increase attendance rates, improve the quality of education in IRI centers and community schools and enhance community center support. Village communities show case good initiatives that are broadcast so that other villages learn the best practices from the successful villages. From June, 2006, QUESTT project has recorded a total of thirty two "In our village" radio shows. The shows have been broadcast on Chikaya 98.0FM in Lundazi and Breeze 99.6FM in Chipata. The coverage extends to Katete, Lundazi, Chipata, Mambwe, Chadiza, Petauke, Sinda, and even into Mchinji in Malawi.

➤ **Replicated Activities**

There has been a high rate of activities replicated as a direct result of the "In my village" radio shows. The following villages have started adult literacy clubs: Duka, in Katete, Mwalimu in Sinda, Vilimbala in Lundazi and Zizwe in Chipata. In other

villages initiatives such as vegetable gardens, fish ponds, setting up of IRI centers and wine making were replicated as a result of the shows.

➤ **Listener Groups**

The project is currently working with a total of 194 listener groups that have been formed in all the project areas. Out of the figure above, 144 are groups formulated during the previous project (ZCRP), while 50 groups have been formed under the current (QUESTT) project. Listener groups of eight members are formed in each of the villages involved in radio production during or after recordings of the radio shows. A questionnaire guide or feedback form translated into the local language has been developed and provided to the listener groups. The focus groups have been submitting reports (feedback) which are helpful in giving information on villages interested in implementing the practices learnt from successful villages and also help better programming. On a monthly basis, members of staff go round to collect the feedback discussion forms. The response rate has been overwhelming especially for Chadiza and Chipata groups. So far, out of the 144 listener groups that the project is working with, 86 have been active and submitted at least one report. The 86 groups that have responded have a combined program response rate of 59%. Each of these listening groups is providing responses to 3 out of every 4 broadcast shows. 50 “In Our Village” Radio shows have been recorded.

- The tables below shows the number of programs broadcast, people interviewed and community action by the Community radio project and partner stations.

| STATION | DISTRICT RECORDED | NUMBER OF PROGRAMS |
|---------|-------------------|--------------------|
| Breeze | Chipata | 8 |
| Breeze | Chadiza | 8 |
| Breeze | Petauke | 3 |
| Breeze | Sinda | 3 |
| Breeze | Katete | 2 |
| Breeze | Mambwe | 2 |
| Chikaya | Lundazi | 25 |

Total programs recorded = 50
 Programs aired = 34

3.5 IRI In Government Schools

From 10th to 27th July, four members of the Teacher Education Department (TED) traveled to the districts where IRI is being used in GRZ schools to monitor Grade 1 and 2 classes. The members of TED worked with district officers to interview teachers, observe lessons and fill in monitoring questionnaires. Monitoring took place for one week in each area, so it was not possible for the teams to visit all 36 pilot schools and 14 control schools.

Data from the monitoring was compiled by QUESTT's Monitoring and Evaluation staff during August. This data was reviewed by two of the four monitors at a meeting held on 28th August. While reviewing the data, the monitors recorded major observations. The Teacher Education Advisor will work with the members of TED during the first week of October to divide up the job of writing each section of the report so that it can be finalized by the end of October.

One important observation that came from the monitoring was that GRZ schools in Luangwa District in Lusaka province and Mkushi and Serenje Districts in Central had not been receiving a signal from ZNBC Radio 2 since the beginning of the cold season in May, despite the fact that the radios were receiving strong signals from ZNBC Radio 1 and Christian Voice. When this was reported at the Learning at Taonga Market Advisory Committee on 26th July, the committee requested that a letter be written to DODE so that the matter could be acted on. On 1st August, the Chief Education Officer of the Teacher Education Department sent a letter to the Director of DODE requesting that action be taken so that learners in Luangwa, Mkushi and Serenje could benefit from the radio programs.

3.6 Achievement testing

The two areas of activity in the area of assessment were the drafting of an evaluation report and planning for assessment at the end of the year.

3.6.1 Achievement testing report 2005

The report about the impact of IRI at Grade 1 in IRI centers and community schools was drafted by members of Monitoring and Evaluation and the Teacher Education Advisor. The report was sent on to Dr. Kathleen Letshabo, who worked with members of EDC in Nairobi and Washington to revise and finalize the report. The completed report will be submitted to the Ministry in October.

3.6.2 Achievement testing 2006

Three groups will be assessed during October and November 2006: Grade 2 learners in GRZ schools, Grade 2 learners in IRI centers and community schools and Grade 3 learners in IRI centers and community schools. In preparation for these assessments, two Steering Committee Meetings were held, as well as a workshop to revise the Grade 2 and 3 questionnaires and assessments. The Steering Committee consists of members of Teacher Education and Specialized Services, the Directorate of Open and Distance Learning, the Directorate of Standards and Evaluation, the Examinations Council of Zambia, the Curriculum Development Center, the University of Zambia and the QUESTT Project. The Directorate of Planning and Information was invited but did not attend either meeting.

The purpose of the first Steering Committee meeting, held 30th August, was to develop evaluation plans. The members of the meeting developed an evaluation plan that covered the purpose of the evaluations, the key evaluation questions, factors that could have an impact on learning, methods of data collection and analysis, outlines for the reports, audiences for the reports, issues of confidentiality, and a schedule of activities. The Steering Committee agreed that two separate reports should be written: one for the evaluation of the impact of IRI at Grade 2 in GRZ schools and another for the evaluation at Grades 2 and 3 in IRI centers and community schools.

At the second Steering Committee meeting, held 15th September, the evaluation plans were reviewed and revised. The sampling plan also was approved. In addition, the Steering Committee reviewed the Grade 2 and 3 tests along with the statistics from the piloting of the tests in February 2006. The Steering Committee approved of the procedures to be used by the Technical Committee for reviewing and revising the tests.

The Technical Committee consisted of members of the University of Zambia, the Quality Assurance and Accreditation section of DODE, Programme Development and Production of DODE, the Curriculum Development Center and four teachers –

two from Grade 2 and two from Grade 3. Members met for a workshop from 25th to 27th September. The Committee reviewed the evaluation plans, the questionnaires to be used for collecting information about environmental factors and the tests themselves. Two types of statistics were used to review the test items—percentage correct and a correlation coefficient. The percentage correct was used as a measure of difficulty for each item. The correlation coefficient for each item was determined by correlating the score on the individual item against the score on the test section. When reviewing each test item, Committee members first discussed any problems that occurred when administering the items and then predicted the difficulty of each item. The percentage correct was used to compare the actual level of difficulty with the predicted level of difficulty. If it was found that the item was too difficult because of the way it was presented, the item was revised. Once all items in a test section were reviewed in this manner, those with low correlation coefficients were reviewed further.

The Steering Committee will meet one more time before the test administration to review the sample plans, questionnaires, tests and administration plans. Testing at IRI centers and community schools will proceed from the end of October to mid-November, while testing at GRZ schools will take place in late November.

3.6.3 National Assessment 2006

A national assessment of Grade 5 learners is being conducted in September and October and 40 IRI centers have been selected to be part of this assessment. The assessment consists of written tests of English, Zambian languages and Maths and testing is by multiple choice questions.

The 40 IRI centers were selected by the Examinations Council of Zambia from a list of 80 centers which were known to have Grade 5 classes in 2005.

The last National Assessment was conducted in 2003 but the report of the findings was only produced in September 2006.

3.7 Teacher education

This quarter was a time of dramatic progress for all projects conducted with the Teacher Education Department. First, the cell phone pilot started and the partnership among MOE, Celtel and QUESTT was launched—an event that was covered on ZNBC television. Secondly, early episodes of *Fastele! Fastele!* were produced and the first episode went on air on 6th July. Thirdly, copies of *Sample Science Lessons for Grades 5 to 7* were distributed to basic schools for trial use. This section provides further details about progress in these three projects.

3.7.1 Cell phone project

Mr K Kayombo, Senior Education Officer-Basic Schools, and the Teacher Education Coordinator monitored the cell phone pilot from 24th to 26th July in Mkushi, Serenje, Mpika and Kasama. The pilot had been underway for five weeks. This report highlights the major successes, the issues of concern and the measures taken to follow-up on concerns.

One of the major successes was that most groups of ZATEC student teachers were holding meetings (11 out of 18). Phone guardians reported that four social (personal) problems that had been discussed during group meetings were resolved when lecturers visited student teachers during monitoring. The Colleges of Education and Teacher Resource Centers were all generating profits from the sale of scratch cards. None of the student teachers or the institutions reported losses of scratch cards or cell phones.

One major issue of concern was the unavailability of discount scratch cards for student teachers. Normally, a person needs to buy K500,000 worth of scratch cards to get a five percent discount. Although the Colleges of Education and Teacher Resource Centers were given enough start-up funds to purchase that amount of scratch cards, the student teachers were given only K100,000 worth of scratch cards and K50,000 of talk time to start with. Scratch card distributors, who were contacted by the QUESTT Project by phone, promised that they would sell scratch cards at a discount to the student teachers; however, the student teachers either had trouble getting to the distributors or the distributors refused to sell K100,000 worth of scratch cards at a discount. Some student teachers also found that it was too costly to travel to buy the scratch cards. These problems prevented some student teachers from replenishing their stock of scratch cards.

A second major issue was the fact that student teachers were not using the phones to contact lecturers. Out of 18 phone guardians, two (14%) had attempted to call their lecturers after their group meetings but did not get through to them. The rest did not bother to call lecturers because lecturers had gone for monitoring and issues had been discussed during the monitoring from about mid June to 20th July. They did not see any need for calling lecturers.

The two phone guardians who did try to contact their lecturers were unable to because of problems with the Fixed Cellular Terminal (FCTs). The FCT at Malcolm Moffat College of Education was not working. In all, five of the ten FCTs could not be used for phone calls and SMSs because of installation problems. Moreover, none of the ten FCTs could be used to send faxes—a feature that had been promised by Celtel.

Four of the thirty-one C-113s were not working because the phones had been blocked when the users entered their passwords wrong three times. Celtel had indicated that this problem could be fixed by calling a phone center for assistance; however, as it turned out, the SIM cards needed to be replaced.

A fifth problem was institutions and student teachers generally had trouble selling talk time over the C-113s. People preferred buying scratch cards rather than paying for talk time. Salespeople at MOE institutions and ZATEC students needed Celtel placards and posters in order to advertise the sale of scratch cards and talk time.

Another problem that was uncovered is that Celtel is charging a monthly access fee of \$35 for each of the FCTs, even those which are not operating, although they had not mentioned this fee during the initial negotiations.

The terms of reference for the evaluation of the pilot were reviewed by Mr. Kaulule, Chief Education Officer of Teacher Education, and submitted to Top Management. Two members of Curriculum Development Center were made available for the evaluation of the pilot, which is to begin on 8th October. The evaluation report should be distributed to the Ministry of Education, Celtel, VVOB and QUESTT in November. A presentation of the evaluation findings will be given to the Ministry of Education on a date in early November.

3.7.2 “*Fastele! Fastele!*” Radio Programs

On 6th July, the first episode of *Fastele! Fastele!* was broadcast as scheduled. During this quarter, thirteen episodes were scheduled to be broadcast two times each—once on Thursday at 19:15 and once on Sunday at 18:15—for a total of twenty-six broadcasts. Twenty-five of the twenty-six broadcasts went on air as scheduled. The only broadcast that did not go on air was the first broadcast of episode two due to late payment for airtime. By the end of the quarter, the producers had made recordings of all of the dramas and teaching tips. They anticipated that it would take three more days to record the remainder of the interviews and edit the rest of the programs.

Each *Fastele! Fastele!* program has a question of the week, which is related to the drama. Listeners are directed to send an SMS in response to the question with an answer to the question. The person with the first good response wins a *Fastele! Fastele!* T-shirt. While SMS responses were received for broadcasts 1 and 3, no messages were received in response to the weekly questions for episodes 3 to 8.

Beginning with episode 9, three changes were made to the program to promote more responses:

- a. The question of the week was repeated two times
- b. The contest number was changed to the TED FCT number
- c. Listeners were given the alternative of sending a letter to TED

The changes seemed to have improved the system, as seven SMSs were received in response to episode 9, along with a question from a listener who was wondering when interviews would be starting at the colleges of education. However, no SMSs were received in response to episodes 10 to 13. It is not clear why the system worked well for episode 9 and then did not work for successive episodes.

The Teacher Education Coordinator and Advisor worked with Teacher Resource Center Coordinators in Lusaka and Central Provinces to agree on ways to integrate *Fastele! Fastele!* activities into in-service activities. Meetings were held on 18th July with the coordinators in Lusaka and on 20th July with those in Central Province. A total of ten District Resource Center Coordinators and two Provincial Resource Center Coordinators participated in the meetings. The coordinators suggested a variety of activities that could promote the use of *Fastele! Fastele!*

- The District, Zonal and School Education Support Teams can be sensitized using a cascading system.
- The Teacher Group Meetings that are held every other week can implement *Fastele! Fastele!*.
- The School In-service Provider should be in charge of leading discussions about the themes of the previous two episodes and organizing presentations of sample lessons. Discussions and lesson demonstrations can be held at Grade Meetings at the Resource Center and Head teachers' In-service Meetings.
- The use of *Fastele! Fastele!* should be monitored during School In-service Monitoring visits that are conducted by DRCCs.
- The SPRINT Manual should include guidelines for including *Fastele! Fastele!* in in-service activities and that *Fastele! Fastele!* training and monitoring programs be included in annual work plans and budgets.

The coordinators also reviewed questionnaires that were to be used to collect baseline data from teachers about how they conduct lessons and where they learned how to conduct lessons. Each of the ten DRCCs administered ten of the questionnaires and all 100 of the questionnaires had been submitted by the end of the quarter. A similar questionnaire will be administered to the same teachers to evaluate the impact of *Fastele! Fastele!* on the teachers' classroom practice. An analysis of the evaluation data will be reviewed when *Fastele! Fastele!* 2007 is being designed.

3.7.3 Manual of Integrated Science Lessons (Grades 5-7)

During July and the first week of August, 23 teachers piloted *Sample Science Lessons for Grades 5 to 7*. From 8th to 11th July, the teachers met for a three-day workshop where they revised the science lessons. The Teacher Education Coordinator facilitated the workshop and Ms S Chelemu, the Science Consultant, collected revisions and entered them in the manual. To determine which lessons and teachers would be videotaped, the workshop participants broke into grade-level groups and gave demonstrations of lessons from the book. Based on the quality of the demonstrations, the groups selected two teachers from each grade to be videotaped.

During September, each of the teachers was observed by the Science Consultant, the Teacher Education Coordinator or the Teacher Education Advisor. The teachers were given feedback on their lessons in preparation for the videotaping. Scripts were then developed in preparation for videotaping.

Videotaping is scheduled from the end of September to the beginning of October. Videos of the six lessons will be edited and copied to CD-ROM for distribution to colleges and teacher resource centers along with the manual. The manual (without the CD-ROM) will be distributed to basic schools throughout the country. The Teacher Education Department is pursuing the African Development Bank as a source of funding for printing the books.

3.8 Monitoring and evaluation

3.8.1 2006 IRI Enrolment data collection

2006 IRI enrolment data has been received from a total of 988 IRI schools. 727 are old centers and 261 are new centers. The flow of enrolment data from the provinces has reduced and most provinces are forwarding verification forms to consolidate data and close the forwarding of enrolment data.

By end of this quarter, enrolment data from 130 centers had not been received. Preliminary results of the verification process conducted by the POCs indicate that some of the 130 centers not registered have closed. The verification process, which starts in the next quarter, will confirm exactly what has happened to the centers.

The 988 total centers registered this year is 90% achievement against the 2006 target of 1100. Of the 988 IRI schools registered by DODE, 483 are IRI centers, and 503 are community schools using IRI. So far, 81% of the 2006 target for IRI centers has been achieved, while for community schools using IRI, 101% has been achieved (503 against a target of 500).

QUESTT has now entered on the database a total of 77,451 learners from the IRI schools that have submitted enrolment data. The gender distribution is 51% (39,224) female learners and 49% (38,227) male learners. 77,451 learners represent a 92% achievement towards the 2006 target of 84,034 learners. The learner distribution between IRI centers and Community schools will be reported in the 2006 IRI Statistical Report.

QUESTT has continued to enter data in the LTM database and more than 80% of learners have been entered. The target is to complete data entry early November.

Table 1: Monthly IRI Enrolment update: September 2006.

| Province | Actual Districts (2005) | Districts data (September 2006) | No. of centers that submitted data in 2005 | No. of old centers ¹ that submitted data by September 2006 | Number of new centers counted by September 2006 | Total number of centers that submitted data by September 2006 (old + new) | No. of learners counted by September 2006 (old + new) |
|------------|-------------------------|---------------------------------|--|---|---|---|---|
| Central | 6 | 6 | 132 | 111 | 49 | 160 | 13,217 |
| Copperbelt | 10 | 6 | 106 | 49 | 11 | 60 | 3,295 |
| Eastern | 8 | 7 | 155 | 138 | 62 | 200 | 16,547 |
| Luapula | 7 | 7 | 38 | 49 | 5 | 54 | 2,873 |
| Lusaka | 4 | 4 | 151 | 91 | 35 | 126 | 13,541 |
| Northern | 9 | 9 | 107 | 75 | 25 | 100 | 8,256 |

¹ This quarter has seen the same trend of the revival of centers for which no data was collected in 2005 and yet were on the database from 2003 or 2004. Provinces that have centers re-emerging are Luapula, North Western, Southern and Western provinces.

| Province | Actual Districts (2005) | Districts data (September 2006) | No. of centers that submitted data in 2005 | No. of old centers ¹ that submitted data by September 2006 | Number of new centers counted by September 2006 | Total number of centers that submitted data by September 2006 (old + new) | No. of learners counted by September 2006 (old + new) |
|---|-------------------------|---------------------------------|--|---|---|---|---|
| North Western | 7 | 7 | 37 | 45 | 36 | 81 | 7,176 |
| Southern | 7 | 9 | 76 | 106 | 14 | 120 | 7,631 |
| Western | 5 | 6 | 55 | 63 | 24 | 87 | 4,915 |
| Total | 63 | 58 | 857 | 727 | 261 | 988 | 77,451 |
| 2006 Target IRI centers and community schools | | | | | | 1100 | |
| % progress towards 2006 Target | | | | | | 90% | |
| 2006 Target IRI learners | | | | | | 84,034 | |
| % progress towards 2006 Target | | | | | | 92% | |

Accepting enrolment data ends on October 31, 2006 and all POC and SEO verification data will be reviewed and a report submitted.

3.8.2 IRI centers and schools captured in Annual School Census

Preliminary results of the Ministry of Education Annual School Census indicate that 754 schools identified themselves as Alternative Lower Basic Education (IRI) schools. This is an massive increase compared to the 210 centers that were captured in the 2005 Annual School Census. QUESTT will verify with the POCs and SEOs which centers were not captured and why. The findings will later be shared with the Directorate of Planning.

Number of centers captured by the ASC

| Province | No. of centers in QUESTT database in 2005 | No. of ALBE (IRI) captured by ASC in 2005 | No. of centers in QUESTT database in 2006 | No. of schools who identify themselves as ALBE (IRI) captured by ASC in 2006 |
|---------------|---|---|---|--|
| Central | 132 | - | 160 | 87 |
| Copperbelt | 106 | - | 60 | 78 |
| Eastern | 155 | - | 200 | 120 |
| Luapula | 38 | - | 54 | 76 |
| Lusaka | 151 | - | 126 | 46 |
| Northern | 107 | - | 100 | 186 |
| North Western | 37 | - | 81 | 63 |
| Southern | 76 | - | 120 | 50 |
| Western | 55 | - | 87 | 48 |
| Total | 857 | 210 | 988 | 754 |

3.8.3 IRI in community schools

A study on the utilization of IRI in community schools was conducted by QUESTT M&E during the quarter and 20 community schools were sampled using a case study approach. The study is part of the research questions planned to understand the utilization of IRI in community schools. The results will be used to understand how IRI has been adopted in community schools.

Some of the key findings in the study that can be used to better plan the increase in IRI use in community schools for 2007 include the following:

1. Community schools adopting IRI should be supplied with working radios and mentors guides for all classes that will use IRI before beginning of term.
2. Community school teachers intending to use IRI should receive IRI training at the beginning of the term.
3. Community schools should be oriented to the radio mentor training at the beginning of each term in order to provide the teachers with regular training.
4. As far as possible community schools should introduce IRI starting with Grade 1 classes.
5. The way in which the IRI radio programs can be fitted into the multi-grade system timetable must be negotiated with individual supervisors of community schools, especially for grades 5, 6 and 7.
6. The benefits of IRI should be promoted in order to increase the adoption of IRI in community schools. For example, in the study, some community schools had adopted IRI because of the increased learner performance they saw during an exchange visit with a school that was using IRI already.

3.8.4 IRI in migrating communities

The Provincial Outreach Coordinator for Western Province produced a report outlining the incidence of migrating communities in Western province and how this affects learners. The case is part of the research seeking to understand how IRI can be used to assist children who migrate with their parents so they do not drop out of school.

The main reasons for migrating in Western province are the search for economic activities and the seasonal migration of the Lozi people caused by the flooding of the Barotse plains. On annual basis households migrate from the sandy lands of Western province to districts like Kaoma where the soils are favorable for crop production. This seasonal migration takes place between November and April. Children follow their parents and assist in cultivating the land. The children may return to their main village after the crop has matured. The children who return either repeat the grade or drop out of school completely. Another main cause for migration in the Western province is the seasonal migration from the Barotse plains which are flooded between March and June. During the flood all activities on the plain come to a stand still, including all learning activities.

The third cause for migration of households is the economic activity of fishing. Fishing households migrate seasonally to fishing camps dragging along with them their families. The family members, mostly of school-going-age, provide labor during the process of cutting and drying the fish.

It is evident from the case study that children in communities that migrate for whatever reason are disturbed in school progression and either drop out of school or fail to make any progress.

This situation presents an opportunity for IRI to be introduced in these communities so that children continue their progression in school. Possible ways could be to target the main fishing camps. The other strategy can be to target “Kuomboka” households and training IRI mentors who can continue teaching using the radio when learners have moved to higher lands. Finally, the migrating farming communities can also be targeted and mentors identified that can continue to teach the children during this season.

This was a preliminary survey and more information is needed to determine the actual population of children that is affected by these economic and migration activities.

4. Special events

Ms Jody Ehlers Buttenshaw, Project Director from Freeplay Foundation, visited the project from July 15th to August 3rd and toured Luapula and Northern provinces with the National Outreach Coordinator.

Ms Beatrice Mweene, newly appointed education advisor at USAID Zambia, visited IRI centers in Lusaka on August 2nd, including the IRI groups of prisoners who meet in Lusaka Central Prison.

GAO audit team from Washington were briefed on the project in Lusaka on August 17th and visited a ZIP training session in Livingstone on August 18th, where they saw a demonstration of IRI teaching with a class of Grade 2 learners.

The M&E Coordinator, the National Outreach Coordinator and the COP spent a day at the Peace Corps in-service training in Lusaka with the 26 volunteers who are working with IRI centers. The day was spent reviewing progress and planning the way forward.

The COP and the Technology Advisor attended the EDC Regional summit meeting in Nairobi from September 11th to 14th.

5. Success stories

'THE WAY OF LIFE'

Eighteen-year-old Luwita Kulusu stopped school in December 2004 at Kichile Community School, 5km west of Solwezi town, which uses the IRI methodology from grades 1 to 6. The school has only one government trained teacher, who teaches from grades 1 to 6.

Luwita Kulusu was one of the bright learners who would eventually qualify to grade 8. When the schools re-opened in January 2005, Luwita did not report to school, so the teacher sent messages for the girl to report to school but to no avail. He decided to go to Luwita's village which was some 5km away. In the village he was welcomed by Luwita's parents. He asked the parents why their daughter was not coming to school. The mother and the girl looked down in silence, but the father told the teacher that their daughter was in a motherly way "bali pabukulu" (meaning she was pregnant) and that the man who has impregnated her has married her. The teacher left the village almost in tears.

After one year in marriage, Luwita's marriage was breaking down; the 30-year-old man who already had a first wife with three children was rarely seen at Luwita's home. Luwita's life became miserable. She had no support for herself and the baby; she was not able to buy herself some soap. She became dirty; she was no longer attractive. Her main food was 'tears', cursing herself for falling into the trap.

In October 2005, she decided to go back to her parent's village, 3km away. When she arrived, her mother wept upon seeing her. She told her parents that all she wanted was to go back to school. Her father went back to the girl's former school, Kichile, to ask if the teacher could allow their daughter back in school. The teacher was excited and told the parents to bring the girl to school, when the re-opened for the new term. This was in January 2006.

We found Luwita in class during our visit. When asked how she felt about school, she said she was excited because she knows that education will change her way of life. She said she wanted to become a teacher and help her teacher, as there were no educated people in the area. She said she made a mistake which she wanted to correct by concentrating on schoolwork.

"I hate the father to my child, because he has taken me backward. I thought he loved me. I thank Taonga for bringing the radio lessons because I would not be learning; the teacher would not have managed to teach the whole school alone in the absence of the radio."

6. Personnel changes

Ms Fiona Edwards, IRI advisor, left EDC at the end of August to take up a full time teaching job in London.

Ms Sue Chelemu, Maths and Science Advisor, left EDC at the end of September to take up full time studies in London.

APPENDIX A: Fiona Edwards, IRI advisor, Trip Report July 15th to August 3rd 2006

Introduction

The purpose of this visit was to assist the PDP team to evaluate the first 10 Grade 7 lessons in order to feed lessons learned back into the master plans already written, and forward into term 2 and 3 master plans. This being my final scheduled visit, my aims were to leave all technical work in such a state that PDP staff are able to complete all aspects of Grade 7 production with limited technical support.

Scope of work

1. Grade 4 IRI series
 - Asses progress on completion of the G4 series and advise appropriately.
2. Grade 7 IRI series.
 - Assess progress against the time line and work with Gladys, Emmie and Sue to revise this in the light of current circumstances.
 - Assist the team to evaluate the first ten programmes of G7 in 4 different contexts, facilitate lesson learning and draw up a list of suggested improvements in the light of lessons learned.
 - Finalise the term 3 scope and sequence.
 - Produce a draft scope and sequence for Grade 7 mentor training, discuss this with the G7 team and produce a final draft.
 - Finalise a draft of the Grade 7 term 1 Mentor's Guide.
3. PDP skills development
 - Meet with Gladys, Emmie and Sue to discuss management of the combined team, and agree a process for setting and meeting targets, and reporting of progress.
4. Meet with the COP
 - a. Report on progress made before and during this visit.
 - b. Agree targets for me to achieve before I leave the project at the end of August.
5. Support to other aspects of the QUESTT project as required.

Deliverables

1. Report on the Formative Evaluation of 10 Grade 7 programmes.
2. Revised time line for completion of G7.
3. Finalised Mentor Training scope and sequence.
4. Finalised Term 3 scope and sequence.
5. First draft of the Grade 7 Mentor's Guide.
6. Work plan stating what I am to achieve before the end of August.
7. Visit report.

Summary of outputs

All deliverables have been achieved as follows:

1. The report of the Formative Evaluation process is at annex C of this report. The full version with appendices can be found on the PDP server.
2. The revised time line for G7 completion is at annex B
3. The finalised mentor training scope and sequence can be found at annex D of this report.

4. The term 3 scope and sequence is on the PDP Server. All English and social studies inputs have been made. Maths and science will be added by the end of the week and hard copies given to writers before their master plan writing workshop on August 8th.
5. The first draft of the Grade 7 mentor's guide for term 1 has been given in hard copy to PDP management to take to the Tender Committee for approval. An electronic copy is on the PDP server.
6. My work targets for completion before the end of August are part of the general Grade 7 time line at annex B and summarised at the end of this report.

Activities

For details of my daily activities please see Annex A

Achievements against the scope of work

1. **Asses progress on completion of the G4 series and advise appropriately.**

I was concerned to find, on my arrival, that progress on Grade 4 production had been very slow. According to the agreed targets recording should have been complete and formative evaluation within one week of completion. However 10 programmes remain to be recorded, 30 remain to be evaluated and 42 need to be listened to and fixed. In addition the five mentor training programmes for term 3 are not yet completely recorded.

Factors contributing to this slow progress include:

- A virus in the server;
- Technical problems in the recording studios;
- Problems with the IPOD and tape players that slowed FE;
- Absence of key staff for significant periods due to leave, exams, the Copperbelt show and personal problems.

I met with Gladys and the team to plan another catch up strategy, see point two below.

2. **Assess progress against the time line and work with Gladys, Emmie and Sue to revise this in the light of current circumstances.**

I met with Emmie, Gladys and Sue on several occasions to produce the time line and targets outlined at Annex B below. The PDP team had recognized that they were not within range of meeting G7 writing targets without some form of retreat. Gladys therefore sought, and was granted, MOE funding for a 3 week writing workshop. At our meetings, Gladys was prepared to commit herself and her colleagues to significantly higher targets than they had been suggesting. These are reflected in the document at Annex B. If these targets are reached, the writing should be complete by the end of the workshop. I raised the issue of typing and pressed for a second secretary to attend the workshop. Without this it is unlikely that the master plans will be typed and sent to me in time for me to edit them before the end of August. I was assured by the PDP senior management, in the presence of the DODE Director, that this additional typing assistance would be forthcoming.

I anticipate that I will not have time to edit all the term 3 master plans before my contract ends. I have therefore recommended that one member of PDP staff be selected to act as editor of term 3 English and social studies. This is the one role that EDC has never expected of PDP staff. The purpose of a single editor for a series or subject is to ensure continuity and to maintain a consistently high standard of pedagogy and language use. Although they are used to peer reviewing each other's work, peer review does not provide this level of continuity and consistency. The person I would propose for this role would be Patricia Luhana. From my experience of working with her she is the writer who has the highest awareness of good pedagogy, one of the best levels of English and with the greatest attention to detail. If it was felt that this responsibility had to be given to a Senior Producer, then Julie Kachasu would be my second choice. This editing should be done before the end of September so that it can be overseen and advice given by Sue Chelemu, and the editor selected should not be expected to carry out other duties while editing. I feel that this would be the final proof of the ability of PDP to produce high quality programmes without extensive TA support.

3. Assist the team to evaluate the first ten programmes of G7 in 4 different contexts, facilitate lesson learning from the FE process and make recommendations.

Although the required preparations had not all been made by my arrival due to poor PDP coordination, this process did go ahead just one day late. We evaluated ten programmes in five different geographical and educational contexts and found this to be an extremely valuable process. The full report of this evaluation and the lessons learned appears at Annex C

4. Finalise the term 3 scope and sequence.

I discussed the term 3 scope with Sue and agreed the final format. I then completed the English and social studies sections of this document. Sue will now add the maths and science content. The document will be complete in time for the master plan writing workshop scheduled for August 8th 2006.

5. Produce a draft scope and sequence for Grade 7 mentor training, discuss this with the G7 team and produce a final draft.

A draft of the mentor training scope for terms 1 to 3 was given to all producers and a meeting held to discuss it. At this meeting several changes and additions were suggested and incorporated into a final version. The team agreed that I should write the term 1 mentor training programmes, with assistance from Sue in mathematics and science segments. This was to ensure that programmes are written in time given the existing heavy writing loads. They agreed that I should also write master plans for terms 2 and 3 but that they would write the scripts to ensure accuracy of content in relation to facts given about the Grade 7 exam, some of which we do not yet know as 2007 will be the first year that the new Grade 7 curriculum will be examined. The final draft of the G7 mentor training scope and sequence is found at Annex D.

6. Finalise a draft of the Grade 7 term 1 Mentor's Guide.

I produced an initial version of the G7 Mentor's Guide introductory section and shared it with PDP staff. I incorporated the suggested changes. I then worked with Sue to put together all the individual lesson pages, and ensure that all diagrams and additional materials were scanned and included. I also finalised the song words and prepared these for the final section of the guide. A complete draft of the Grade 7 Term 1 Guide has been given to PDP management for approval by the Tender Committee. An electronic copy is saved in a single folder on the PDP shared drive.

7. Meet with Gladys, Emmie and Sue to discuss management of the combined team, and agree a process for setting and meeting targets, and reporting of progress.

Over the course of 3 meetings the time line found at annex B was agreed. Alongside these target setting discussions, management structures and processes were explored. A note of the outcome of these discussions is found at Annex E.

8. Meet with the COP to report on progress made and agree targets for work to be achieved before the end of August.

I met the COP on several occasions during this visit, giving updates on progress and discussing the overall work targets, of which my responsibilities are a part. The targets I have set myself, outlined in the Grade 7 time line at Annex B, have been approved.

9. Support to other aspects of the QUESTT project as required.

I attended the quarterly Learning At Taonga Market Steering Committee meeting held during my visit. At this meeting I raised several issues that have been concerning me, in particular the need for readers to support the IRI programmes at each grade. This information was welcomed. I therefore have produced a list of the readers required at each grade level and compiled the stories used in Grade 4 that could be printed into a reader. This information has been left with PDP on the shared drive in a folder called "readers." A copy has also been left with the QUESTT office. The grade by grade reader suggestions can be found at Annex F.

I liaised with David Anderson on several occasions regarding the report he is compiling of the evaluation of Grade 1 IRI learners. I outlined the process by which NBTL was adapted for use in IRI and how this compared to the previous Grade 1 IRI approach to literacy teaching. I discussed the need for readers to accompany the IRI programmes at each grade. This was adopted as a recommendation in his report. I also read the recommendations section of the draft report commenting on the status of each recommendation.

The way forward

Under the QUESTT project TA support to PDP will soon come to an end. Sadly, due to slow PDP progress, it is likely that some of the master plans for term 3 will not be written in time for me to edit the English and social studies segments. However, as noted at point two above, I feel that we have created sufficient skills within PDP for this task to be done by PDP writers. Sadly, the issue of appointing a single 'editor' within PDP has aroused professional jealousies amongst a few producers. While

Sue Chelemu is present to oversee this, a single editor will be found to complete Grade 7 English and social studies. However, I am concerned that this approach will be avoided when work on Grade 5 resumes in mid 2007 and that producers will try edit by peer review. Unless a single editor, of an appropriate level of skill and attention to detail, oversees the writing of master plans for terms 2 and 3 of Grade 5, there is a concern that the resulting programmes will be less effective than those they are replacing. EDC would be advised to check up on this process in May 2007, when this process is scheduled to begin.

Despite this concern, I remain confident that PDP staff members do have the skills, after almost 6 years of EDC support, to write, edit, produce, evaluate and finalise programmes for Grade 5. What I am less confident about is the management capacity to provide the essential logistical support to this process. The PDP building is frequently without paper and toner, stationery that is crucial to the printing of scripts for recording. Although PDP does have its own transport this has never been used for regular formative evaluation and I feel could not be relied upon for this purpose. In addition Formative Evaluation has frequently been interrupted for the want of a tape player or batteries to power it. It is these basic but essential logistics that I fear will prevent the completion of Grade 7 and Grade 5 after EDC TA depart, NOT the lack of skills on the behalf of most of the producers. In addition to this, the budget for essential IRI related expenses, such as printing of mentor's guides, has in the past been diverted by the more experienced managerial staff in the Junior Secondary department. Senior management MUST oversee budgeting to see that the Senior Producers from the Lower and Middle Basic teams are able to ensure that the requirements of their programme are budgeted for. The recommendations below reflect the concerns raised here.

Recommendations

1. Patricia Luhana or Julie Kachasu should be assigned to edit the English and social studies segments of any remaining master plans I don't edit before the end of my contract.
2. A single editor should be used to edit the master plans for terms 2 and 3 of Grade 5 (term 1 master plans are already edited). QUESTT should check that this is the case, and if PDP will not select their own editor, should consider using EDC TA to do this task.
3. Measures should be put in place to ensure that essential supplies and logistics are provided to the PDP producers to facilitate the completion of G5 and G7 in the form of paper, toner, cassette players or preferably a good MP3 player and portable speakers (that will simplify the dubbing process and avoid use of expensive cassette tapes), and rechargeable batteries. If possible QUESTT should continue provide transport for FE.
4. Assistance should be given to PDP management to ensure a more equitable budgeting process so that Lower and Middle basic teams do not lose out to Junior Secondary.

Actions on return to UK

Write 5 Mentor Training programmes for Grade 7 term 1, and master plans for the mentor training programmes for terms 2 and 3.

Edit the English and social studies segments of the remaining 15 term 1 scripts if they are written on time.

Edit the English and social studies segments of the term 2 and term 3 master plans and MG pages that are sent to me on time.

Conclusion

I have been adviser to the IRI production process at EBS/PDP since early 2003 and have overseen the revision of Grades 1, 2, 4, and the incomplete Grades 5 and 7. I have also had some input into Grades 3 and 6. I leave after nearly three and a half years with great satisfaction, knowing that I have been involved in creating an excellent product that is having enormous impact on the numbers of pupils gaining access to a worthwhile education in Zambia. I am also satisfied that the producers within PDP with whom I have worked most closely, have indeed gained greater levels of skill and competence. I would like to thank all my colleagues within the QUESTT project for their professional support, advice and friendship over my years with the project.

Annex B Revised targets for completion of Grade 4, 6 and 7

| Date | Grade 4 | Grade 6 | Grade 7 | TA Targets |
|--------------|--|--|---|--|
| Progress | Rec: Up to 140 FE up to 123 Listening: up to 108 Mentor training – recording not complete | Rec: Up to 144 FE up to 137 Listening: up to 100 Mentor training – writing not complete | Scripts written – 33 Scripts edited - 25 | |
| July 24-28 | Rec: fixing FE: 127 Listening: 112 | Rec: 150 FE: 141 Listening: | | <ul style="list-style-type: none"> ➤ Finalise Term 3 Scope ➤ Edit Term 1 scripts ➤ Produce draft of term 1 MG ➤ Produce Scope for Mentor training. |
| July 31-4 | Rec: 150 and MT 10-15 FE: 137 Listening: 122 | Rec: Fixing and MT 10-15 FE: 150 Listening: 10 | Scripts up to 50 complete. | |
| August 7-11 | FE: 147 Listening: 132 | Listening: 20 Mentor training 10-15 | MP writing workshop <ul style="list-style-type: none"> ➤ 10 people x 8 MPs and 8 MG pages each ➤ 2 typists x a minimum of 3 MPs and MG pages per day each. | Write MT scripts, terms 1-3 |
| August 14-19 | FE: 150 Listening: 142 | Listening: 30 | | Edit MPs and MG pages 51-75 |
| August 21-25 | Listening: 150 Mentor training 10-15 | Listening: 40 | | Fiona on leave |
| August 28-1 | | Listening: 50 | Record 1-10 | Edit MPs and MG pages 76-100 |
| Sept 4-8 | Mentor training on air this week! | Mentor training on air this week! | Record 11-20 | Sue continue editing |
| Sept 11-15 | | | Record 21-30 FE 1-10 | Sue continue editing |
| Sept 18-22 | | | Record 31-40 FE 11-20 Fix 1-10 | Sue continue editing |
| Sept 25-29 | | | Record 41-50 FE 21-30 Fix 11-20 | Sue compile term 2-3 Mentor's Guide – first draft. |

Targets from October onwards

| Date | Writing | Production and FE | Mentor's guide |
|--------------|---|---|--|
| Oct 2-6 | Writing 51-62 Peer review | Recording FE 31-40 Fixing 21-30 | Term 1 MG to printer |
| Oct 9-13 | Writing 63-74 Peer review | Recording FE 41-50 Fixing 31-40 | |
| Oct 16-20 | Writing 75-86 Peer review 51-60 | Recording FE Fixing 41-50 | Term 2-3 MG to Tender Committee |
| Oct 23-26 | Writing 87-98 Peer review 61-70 | Recording MT 1-5 FE Fixing | |
| Oct 30-3 | Writing 99-110 Peer review 71-80 | Recording 51-56 FE Fixing | |
| Nov 6-10 | Writing 111-122 Peer review 81-90 | Recording 57-62 FE Fixing | Term 2-3 MG to printer |
| Nov 13-17 | Writing 123-130 Peer review 91-100 | Recording 63-68 FE 51-55 Fixing | |
| Nov 20-24 | Writing MT 6-10 Peer review 101-110 | Recording 69-74 FE 56-60 Fixing 51-55 | |
| Nov 27-1 | Writing MT 11-15 Peer review 111-120 | Recording 75-80 FE 61-65 Fixing 56-60 | Distribute all mentor's guides – term 1 and 2-3. |
| Dec 4-8 | Writing Peer review 121-130 | Recording 81-86 FE 66-70 Fixing 61-65 | |
| Dec 11-15 | Writing Peer review MT 6-15 | Recording 87-92 FE 71-75 Fixing 66-70 | |
| Dec 18-22 | | Recording 93-98 FE Fixing 71-75 | |
| Jan 2-5 | | Recording 99-104 FE Fixing | |
| Jan 8-12 | | Recording 105-110 FE Fixing | |
| Jan 15-19 | | Recording 111-116 FE 76-80 | |

QUESTT Quarterly Report July to September 2006

| | | | |
|----------------|--|---|--|
| | | Fixing | |
| Jan 22-26 | | Recording 117-122 FE 81-85 Fixing 76-80 | |
| Jan 29-2 | | Recording 123-128 FE 86-90 Fixing 81-85 | |
| Feb 5-9 | | Recording 129-130 FE 91-95 Fixing 86-90 | |
| Feb 12-16 | | Recording MT 6-10 FE 96-100 Fixing 91-95 | |
| Feb 19-23 | | Recording MT 11-25 FE 101-105 Fixing 96-100 | |
| Feb 26-2 | | Recording FE 106-110 Fixing 101-115 | |
| March 5-9 | | Recording FE 111-115 Fixing 106-110 MT 6-10 | |
| March 12-16 | | Recording FE 116- 120 Fixing 111-115 MT 11-15 | |
| March 19-23 | | Recording FE 121-125 Fixing 116-120 | |
| March 26-30 | | Recording FE 126-130 Fixing 121-125 | |
| April 2-6 | <p>Start work on Grade 5 re-write.</p> <ol style="list-style-type: none"> 1. Write MPs 21 and 38 of term 1, and MPs for terms 2 and 3 2. Edit all MPs – one person must edit them all for continuity and consistency! 3. Write MG pages 21, 38, 41, 47, 50 of term 1 and MG pages for terms 2 and 3 4. Write Scripts 9-150 5. Plan and write Mentor Training programmes 1-15 (scope, master plans and scripts) 6. Write songs for terms 2 and 3, and record all songs. 7. Develop weekly assessment alternating maths and literacy for terms 2 and 3 (and add the assessment procedures to the relevant mentor's guide pages). 8. Write the Mentor's guide initial section (half drafted) and final section with songs and stories. 9. Get pictures done for posters and for inclusion in the Mentor's Guide. 10. Add page references for additional activities to do from the text books, to all MG pages, terms 1-3. 11. Make changes to programmes 1-5 as a result of FE. 12. Do peer review of all scripts | | |

Annex C

Grade 7 Initial Formative Evaluation Report July 18th to 24th July 2006

Objective

The objective of this exercise was to evaluate the first ten lessons of Grade 7 in order to check that the content, level and format of the programmes was appropriate for Grade 7 learners in a variety of education settings.

Activities

The Grade 7 writing team, PDP management and EDC consultants put aside one week of their time to evaluate the first 10 Grade 7 programmes in five different centers. The centers were chosen to represent rural and urban IRI centers, rural and urban government schools and a community school. Teams traveled to each venue each morning to evaluate two programmes and after broadcast activities. They then met every afternoon to compare lessons learned and make the relevant changes to the programmes that were evaluated.

Main findings and lessons learned

Positive lessons:

- The programme format is good, the longer segments work well and allow for the greater depth of content required at this level.
- The content of the programmes is pitched right. It is sufficiently challenging for the more able pupils.
- IRI promotes quick thinking and quick reactions which are good exam and life skills.
- Children said they liked the radio programmes.
- Teachers said that the programmes don't only teach the pupils, they also teach the teachers.

Concerns:

- These programmes do not constitute IRI as it is known in the earlier grades. The programmes appear less interactive as the pupils do not move about much. All of the interaction is in the form of oral and written responses and paired discussions. Other types of interaction have been found to be less appropriate with the older pupils and to consume time that is badly needed to cover the heavy subject content.
- Pupils need excellent English to follow these programmes adequately (just as they need excellent English to pass the G7 exam). It is notable that in centers not used to using IRI, or using IRI on an irregular basis, particularly in more rural environments, the level of English is too demanding. The claim has often been made that pupils following IRI broadcasts in rural areas outperform their regular school counterparts in English. It would be interesting to test this assumption at

the higher grade levels, particularly in areas where children join an IRI center late, having dropped out of a regular school.

- Many centers have children of a very wide range of ability. From the centers we visited, with the exception of Mumuni, only a small percentage of the pupils present were able to follow enough of the broadcast to gain the subject knowledge and skills they will need to pass the Grade 7 exam.

Production issues

- BGM far too loud.
- BGM is missing its ding dong.
- Recording levels didn't match between characters.
- The girl uses American pronunciation – tomato – tomayto and speaks too fast.
- Several words mispronounced, e.g. athletes foot, ring worm not "a" ring worm.
- Pauses missing
- Children and teacher occasionally spoke too fast, e.g. when dictating words on the board.
- Science script in programme 2 many lines missing.
- Ice breakers missing.
- Teacher must note when asking questions to class children to slow down, make it clear that she is addressing children and make it clear by intonation that this is a question she wants an answer to.
- Where words are written in bold or underlined the characters must emphasise these words.
- Children's voices difficult to distinguish – Thoko is meant to be lively and giggly and the boy Chama very serious – enforce this with production.
- The closing and opening song must be changed to say G7.
- When using PDP staff to act minor parts in the scripts take care that people with good radio voices are chosen.
- Actors should read what is written and not take it upon themselves to repeat lines.

Writing issues

- Do not ask teachers to cover the board.
- Do not ask children to come and write things on the board – let them give answers from where they are seated.
- Instruct teacher to show pictures by walking round the class and showing all children.
- Pauses often too short and sometimes missing.
- Reduce length and number of sentences to be written in 1 minute PSR.
- When main English has a paragraph written on the board then swap the order of the main and daily dose English segments.
- Make sure that answers are clearly reinforced by children and teacher when necessary.
- New activities require a little bit more spelling out or frameworking.
- In information heavy segments, like social studies and science, after delivering information then ask children questions to see if they have been listening.

- The stick and music game is an excellent way to review work and should be the ice breaker on a regular basis, for example every fifth lesson.
- For assessment purposes ask children to put up their hands if they got things right, the teacher can then gauge the percentage of the class that were following.
- In term 2 the assessment exercises should be less about filling in words in sentences and involve more creativity, e.g. write a sentence about skin, rather than our body is covered with ____.
- The dramas worked really well – e.g. visiting parliament to get answers about how government works.

Mentor's Guide issues

- Add a note for Government school teachers that when using IRI programmes they must allow 'chorusing' and encourage children to respond directly to the radio quickly and clearly – recognizing that this behaviour is discouraged in non IRI lessons.
- Add a note to mentors about ensuring that children write the answers to questions as they go – not writing all the questions first so that they run out of time to write the answers, which seems to be common practice.
- Very detailed mentor's guide pages for each lesson are appreciated by the teachers – all the information they need **MUST** be there, and it must match what is in the programme exactly.

Recommendations

1. Neza IRI center should be used for the FE center for regular G7 production.
2. This evaluation process (trying out programmes in different environments as a team) should be standard practice for evaluation of new grades or series of programmes.
3. EDC and DODE should continue the introduction of IRI into the formal school setting as the teachers who took part in our evaluation were very keen to use the IRI programmes.
4. EDC should conduct an evaluation of the language ability of pupils in the upper grades, particularly in rural areas, and if possible try to assess the impact of issues such as punctuality, attendance, number of years using IRI etc on the English ability of pupils.

Action Points

- Two radios were donated to State Lodge school. Mentor's Guides and the broadcast schedule must be delivered. (Mrs Mubashi by 28th July).
- Mentor's Guides and broadcast schedule should also be sent to Mumuni school. (Mrs Mubashi By 28th July).
- Changes to the evaluated programmes should be re-recorded by the end of August. (All producers and technicians).
- The controller will write to thank all the schools and centers that assisted us with this evaluation process. (Mr Lubinda by July 28th).

- Make the required changes to the mentor's guide pages and write a first draft of the term one mentor's guide. (Fiona by August 3rd).

The Way Forward

The G7 team has secured funding for a workshop to facilitate writing of the remaining Grade 7 master plans and mentor's guide pages. This will take place from 7th to 25th August. It is however unlikely that all master plans will be completed during this workshop as there is still significant work remaining to complete Grades 4 and 6, that will draw a few producers away from the writing workshop each day. The team will have to work extremely hard if they are to meet their target of having programmes on air in January 2007.

Conclusion

This has been an extremely useful process. It was very valuable to observe the programmes in action in such varying environments with children and teachers of such different abilities. While it was evident that many pupils in each center were clearly not up to the level required to gain all the knowledge and skills needed to pass the Grade 7 exam, for the few who are, these programmes constitute their only chance to access further education.

It was pleasing to note that teachers from regular government schools were so enthusiastic about the programmes. Even at the well resourced Mumuni school, the teacher indicated that not only did her children benefit from the programmes, but that she also learned from them. Both government schools we visited are now keen to use IRI to support their regular teaching.

The feedback meetings in the afternoon served as a useful forum for sharing ideas about what works well and what does not work so well. The discussions that surrounded every change made to each script provided in-service training to the writers, enabling them to learn from each others insights. This will lead to substantial improvements in the quality of writing of programmes for terms two and three.

Annex D Grade 7 Mentor Training Scope and Sequence

| TERM 1 | Term 1 Day 1 | Term 1 Day 2 | Term 1 Day 3 | Term 1 Day 4 | Term 1 Day 5 |
|----------------------------|--|---|---|--|---|
| Opening | | | | | |
| General | <p>Grade 7 exam:</p> <ul style="list-style-type: none"> ▪ Are children enrolled yet? (if not they will not take it this year.) ▪ Describe format of G7 exam: subjects, order, duration. Multi choice. ▪ Make use of TRCs and local school for additional resources. | <ul style="list-style-type: none"> ▪ After Broadcast: Emphasise that serious effort needed to pass the exam , therefore the mentors must do ALL before and after broadcast work in full and find extra time to review | <ul style="list-style-type: none"> ▪ Homework: Needs to be done and marked & mistakes corrected and understood ▪ Before broadcast activities. The need to correct their pupils homework, while giving time for reading. | <ul style="list-style-type: none"> ▪ Assessment must be done in full and follow up given to pupils who make mistakes. | <ul style="list-style-type: none"> ▪ Exams: The G7 exams are based on work from G5 to G7 so they must revise all this work. ▪ Explain need to cover ZL themselves – borrow past papers from local school. |
| English | <ul style="list-style-type: none"> • Format of English segments in G7 programmes. • outline of activity types • Need for excellent oral English – must listen to ALL IRI programmes. | <ul style="list-style-type: none"> ○ Reading resources • how to do reading before the broadcast-activity types • the need to develop fast reading skills • Make children write passages in their books and practice reading them. | <ul style="list-style-type: none"> • Content of G7 exam paper. | <ul style="list-style-type: none"> • writing on the board before the broadcast | <ul style="list-style-type: none"> • Lesson planning for Zambian Language lessons. – provide a lesson plan format and make it clear that they use the MG as their lesson plan for all other subjects – add format to MG. |
| Maths | <ul style="list-style-type: none"> • Resources collect cans containers, boxes and card board. • Explain format of lessons. • Methodology don't give formulas only, show how it is derived. | <ul style="list-style-type: none"> • Subject specific methodologies: Fractions, direct and inverse proportion, | <ul style="list-style-type: none"> • Subject specific methodologies: simple interest, | <ul style="list-style-type: none"> • Subject specific methodologies: angles • Protractor how to make one | <ul style="list-style-type: none"> • Subject specific methodologies: algebra. • Set formula |
| Science and social studies | <ul style="list-style-type: none"> • Resources • Collect can tins wires batteries bulbs anything to help make a circuit if possible | <ul style="list-style-type: none"> • Interpretation of diagrams understanding of symbols • Drawing diagrams. | <ul style="list-style-type: none"> • Will need maps and charts developed for grade 6 • Find time to review maps and charts from grade 6 | <ul style="list-style-type: none"> • Heavy content mentor must review during the after broadcast | <p>Keeping vocabulary lists for all subjects. Brainstorm glossary lists.</p> |
| Action points | <ul style="list-style-type: none"> • Ensure children are enrolled for the exam. • Collect resources | | | | |
| Closing | | | | | |
| MG pages | | Example of English comprehension exam page | 1 example of each exam question type. | Guideline for how to make a protractor? | Example of vocabulary list. |

| TERM 2 | Term 2 Day 1 | Term 2 Day 2 | Term 2 Day 3 | Term 2 Day 4 | Term 2 Day 5 |
|----------------|--|---|--|--|---|
| Opening | | | | | |
| General | <ul style="list-style-type: none"> ▪ Go over all the issues relating to the exam, repeat the content of term 1 and go into it in more detail. ▪ Format of the grade 7 exam needs to be described | <ul style="list-style-type: none"> ▪ Give assessment (exam) examples for each subject, ▪ Assessment and remedial help | <ul style="list-style-type: none"> ▪ Introduce special paper 1 | <ul style="list-style-type: none"> ▪ Introduce special paper 2 | <ul style="list-style-type: none"> ▪ Children who live very long distances from nearest schools who are centers should be advised and helped to plan how they are going to get to the centers ▪ Children in urban areas will need ID cards with photos to sit the exams. Children need to be urged to use the correct spelling of names on cards. |
| English | review of term 1 progress | Play with spellings | Get punctuation right | Get kids reading | comprehension |
| Maths | Review of term 1 topics – need to review them in term 2 after/before broadcast. | Data handling, | Changing bases | Algebra | <ul style="list-style-type: none"> • Test on topics for the term |
| Science | Electricity and circuits | Different types of energy | Solar system | | |
| Social studies | | | | Pollution, | Population and health, World problems, |
| Action points | | | | | |
| Closing | | | | | |

| TERM 3 | Term 3 Day 1 | Term 3 Day 2 | Term 3 Day 3 | Term 3 Day 4 | Term 3 Day 5 |
|------------------|---|---|---|--|---|
| Opening | | | | | |
| General | <ul style="list-style-type: none"> ▪ Explain different format ▪ Only 6 weeks of term 3 ▪ All exam preparation ▪ Get ID ready ▪ Logistics of being close to the center, if they live very far , move to relatives friends nearer the center. ▪ | <ul style="list-style-type: none"> ▪ special paper 1 | <ul style="list-style-type: none"> ▪ Special paper 2 | <ul style="list-style-type: none"> • What next for taonga children who do pass the G7 exam? <ul style="list-style-type: none"> • How to take up a place at regular govt school – where and when to report. • How to study through the AUBE programme. • Survival skills for those who won't go on in Education. (life skills) | <ul style="list-style-type: none"> • Exam preparation – advice to children on correct behaviour before during and after exams. • Take children to center so that they get used to the facilities and environment |
| Subject revision | ENGLISH Revision guide <ul style="list-style-type: none"> ▪ Practice reading ▪ Practice comprehension ▪ Learn meanings of words ▪ Practice spelling ▪ Revise grammar ▪ Revise punctuation. | MATHS Revision guide <ul style="list-style-type: none"> ▪ 4 rules ▪ tables ▪ working through questions to revise – not just looking through notes. | SCIENCE Revision guide Outline key topics needed for revision. | SOCIAL STUDIES Revision guide Glossaries Maps Reading and learning their notes. | <ul style="list-style-type: none"> ▪ How to teach children to mark the answer sheet correctly. ▪ Resources pupils will need. Exam techniques e.g. how to deal with questions they find difficult. Use of a ruler. Erasing Knowing their numbers |
| Action points | | | | | |
| Closing | | | | | |

Annex F Proposal for Taonga Market Readers

Grade 1

It was not possible to produce a reader because of the logistics of printing and distribution in the different languages. However if centers could be provided with a set of the red and yellow PRP Rainbow Readers in the appropriate Zambian Languages, we could make amendments to the mentor training to ensure that these were put to good use by Grade 1 IRI learners.

Grade 2

This course follows the routines of the “Step in to English” PRP course. No mention has been made of readers in the broadcasts or in the mentor’s guide as while these were being written it was clear that there was not money to print readers. As with Grade 1, a set of red and yellow PRP Rainbow Readers in ENGLISH should be provided to each center. Mentors could be told how to use them during mentor training, and a page outlining how to use the readers added to the front of the Mentor’s Guide when the next print run is due.

Grade 3

The stories for this grade are all taken from the PRP Rainbow Readers series, from yellow and green levels. At one stage communication was made with Cambridge University Press, who printed these readers, to see if a special compilation of the stories could be printed into a single low cost volume. However money for this project was lost before any final agreement was reached. A list of these stories exists so negotiation with CUP could be reopened once money becomes available.

Grade 4

The stories for this grade were a combination of stories written by PDP producers, re told folk tales, summarized PRP stories and bible stories. These are available in a single document in word. They could be reproduced into a simple 32 page reader with a story on each page and black and white illustrations could be added, drawn by the PDP artist.

Grade 5

The stories for the new grade 5 (to be completed by PDP next year) are all taken from the Macmillan Grade 5 text book which would need to be purchased and delivered to centers, at least 10 copies per center. This could be used as a reader as well as a text book.

Grade 6

The stories for Grade 6 are taken from the Read On Orange Activity Book for terms 1 and 2, and a Longman Reader called “The Market Dentist”, for term 3. Copies of these books are purchased for centers on the basis of three of each per center. Currently G6 IRI centers are using these books, although I feel that numbers of copies per center should be at least doubled.

Grade 7

The grade 7 series has been written not relying on any specific texts, but with the instruction that pupils should read for half an hour each day. Suggestions have been made about where mentors can find appropriate reading matter, from old

newspapers, pamphlets and leaflets with religious or health messages and any old text books or readers from earlier grades. If a selection of books could be made for G7 and sent to centers this would be of huge benefit. PRP supplied government schools with a selection of graded readers. It might be possible to choose from this same selection and supply some copies to IRI centers. It is essential that centers have some printed materials through which to practice reading and build up the reading speed required for the G7 exams.

Note of caution

IRI centers are usually not permanent, lockable structures. It is pointless giving mentors large amounts of expensive reading materials as they will have nowhere to store them. It would be better to print slim cheap readers and deliver them to centers in amounts that can be carried by the mentor in a single carrier bag per class set. It would also be sensible if some form of carrier bag (such as the strong, zipped bags that the PRP kits were supplied with, except much smaller) were supplied to mentors with the book sets.

Mentors also need to be trained to look after these materials and use them appropriately. So additions would need to be made to the existing mentor training manual and radio programs.

APPENDIX B: Intermediate results

Table A

QUESTT Intermediate Results, Indicators, Baseline, EOP Targets, and Results Achieved:

| Strategic Objective/ Intermediate Results | Indicators | Baseline 2004 | Results Achieved: January 1, 2005 – June 30, 2006 | Results Achieved: July 1, 2006 – September 30, 2006 | Total Results Achieved: Oct 1, 2004-September 30, 2006 | Estimated End-of-Project Targets | |
|---|--|---|---|---|--|----------------------------------|----------------------------|
| SO 6.1 Improved Quality of Basic Education Delivery System | | | | | | | |
| IR 6.1.1: Quality basic education (grade 1-9) offered to more than 100,000 out of school children of which at least 45% are girls before 2009 | Indicator | | | | | | |
| | (1a) Number of IRI centers | 459 | 519 | 483 (54%) | 483 (54%) | 900 | |
| | (1b) Number of community schools | 188 | 338 | 503 (34%) | 503 (34%) | 1,500 | |
| | (2a) Number of learners enrolled in IRI centers | 38,513 | 27,812(30%) | 77,451 (31%) | 77,451 (31%) | 93,033 | |
| | (2b) Number of learners in community schools | | 26,744(17%) | | | | 155,092 |
| | (3) Percentage of IRI centers making use of "adequate teaching equipment"(Both Mentor's guide & Working radio) | Access 75% | 64% | No new data | No new data | Access >80% | |
| | (4)The extent to which PDP producers are responsible for the production of basic education materials | <i>Production indicator (3/15)</i> | | No data available | No new data | No new data | 13 out of 15 points scale. |
| | | <i>Program Quality (4/15)</i> | | No data available | No new data | No new data | |
| | | <i>Mentor's Guide Production (5/15)</i> | | No data available | No new data | No new data | |
| | | <i>IT competency (8/15)</i> | | No data available | No new data | No new data | |
| <i>Time/Project management (3/15)</i> | | | No data available | No new data | No new data | | |
| (5a) Number of mentors trained in IRI methodology (TraiNet) | 442 | 1059 (53%) | 177 | 1236(62%) | 2,000 | | |
| (5b) Percentage of mentors trained (POC reports of the Qtr) | (50%) | 30% (2005 IRI bulletin) | 44% | 44% | 80% | | |
| IR 6.1.2 The learning outcome in IRI centers and other | Indicators: | | | | | | |
| | (1) The number and percentage IRI learners in grade 7 enrolled into grade 8 schooling | <i>To be established</i> | No data until 2007 | No data until 2007 | No data until 2007 | <i>To be established</i> | |

QUESTT Quarterly Report July to September 2006

| Strategic Objective/ Intermediate Results | Indicators | Baseline 2004 | Results Achieved: January 1, 2005 – June 30, 2006 | Results Achieved: July 1, 2006 – September 30, 2006 | Total Results Achieved: Oct 1, 2004- September 30, 2006 | Estimated End-of-Project Targets |
|---|---|--|--|---|---|-------------------------------------|
| and other DODE centers meets the standard of the national curriculum every year. | (2) Percentage of grade 5 IRI learners that continues into grade 6 schooling. | 60% | 73% | No new data | No new data | 70% |
| | (3a) Percentage of learners that achieved adequate mastery of learning measured by achievement tests in GRZ pilot schools | a) Pre and post test gains IRI GRZ schools | 21.3% | No new data | 21.3% | To be established |
| | | b)) Pre and post test gains in GRZ controls | 18.5% | No new data | 18.5% | To be established |
| | (3b) Percentage of learners that achieved adequate mastery of learning measured by achievement tests in IRI centers and Community schools | Pre and post test gains in | 16.7% 16.8% | No new data | 16.7% 16.8% | To be established |
| | | a) IRI centers b) community school. | | | | |
| | (4a) Performance of former IRI learners in GRZ schools | 13 th position out of 60 | 10 th position out of 47 (calculated from 6 case studies) | No new data | No new data | 10 th position out of 60 |
| | (4b) Performance of former IRI learners passing in Grade 7 examinations | To be established end of 2006 | No data available | No new data | 85% (calculated from selected learners in Lusaka, Southern and Central province who sat for G7 in 2005) | To be established |
| Sub IR 6.1.3: Teachers graduating from the colleges of education, and participating in in-service activities and mentors show improved quality of teaching. | Indicators: | | | | | |
| | (1) Number of CEs and TRCs assisted by QUESTT | No. CEs (0) | 13 | No new data | 13 | 12 TEC |
| | | TRCs (0) | 61 | No new data | No new data | 72 TRC |
| | (2) Number of certified teachers, student teachers, uncertified teachers and mentors trained | Student teachers | 398 (20%) | No new data | No new data | 2000 student teachers |
| | | Un-certified teachers/mentors | 1059(22%) | 177 | 1236(26%) | 4,770 mentors & com school teacher |
| a)Certified teachers: level 1 training | | 484 | 16 | 500 | 2,570 certified teachers | |

QUESTT Quarterly Report July to September 2006

| Strategic Objective/ Intermediate Results | Indicators | Baseline 2004 | Results Achieved: January 1, 2005 – June 30, 2006 | Results Achieved: July 1, 2006 – September 30, 2006 | Total Results Achieved: Oct 1, 2004- September 30, 2006 | Estimated End-of-Project Targets |
|---|--|--|---|--|---|-------------------------------------|
| | | <i>b) Certified teachers: level 2 training</i> | 469 | 159 | 628 | (44%) |
| | (3) Percentage of trained teachers and mentors demonstrating more effective classroom instructional strategies (evaluation of classroom performance) | <i>a) lesson preparation</i> | 87% | No new data | No new data | >90% |
| | | <i>b) Interaction with learners</i> | 72% | No new data | No new data | |
| | | <i>c) use of materials in Guide</i> | 74% | No new data | No new data | |
| Sub IR 6.1.4 MOE adopts Taonga Market programs as an instructional resource in GRZ basic schools and assumes Taonga Market management responsibilities | Indicators: | | | | | |
| | 1. MOE decision taken to allow the use of IRI in GRZ schools by August 2006 | <i>No decision</i> | Extended IRI to Grade 2 for 36 pilot GRZ schools in 2006. | Top management agreed in principle to allow using IRI in GRZ schools | 36 Grade 2 pilot GRZ schools to continue and Top management agreed in principle to allow using IRI in GRZ schools | <i>Decision taken</i> |
| | 2. Number of GRZ schools using IRI methodology | <i>zero</i> | 36 | 83 | 119 (36 pilot GRZ schools and 83 <i>volunteer</i> GRZ school | <i>1000 GRZ schools</i> |
| | 3. The number of IRI centers registered and approved by DODE and included in EMIS publications | <i>210</i> | 260 (22%) EMIS | 754 schools identifying themselves as IRI Centers (ABE) from EMIS 2006 preliminary results | 754 schools identifying themselves as IRI Centers (ABE) from EMIS 2006 preliminary results | <i>900 IRI centers</i> |
| | 4. DODE has a TM information database and has regular meetings. | <i>No database</i> | No data available | 0 working group meeting | 14 working group meetings No new data | <i>A TM database in use at DODE</i> |

Table B

QUESTT Intermediate Results, Indicators, Baseline, EOP Targets, and Results Achieved:

| Strategic Objective/ Intermediate Results | Indicators | Baseline 2004 | Results Achieved: January 1, 2005 – June 30, 2006 | Results Achieved: July 1, 2006 – September 30, 2006 | Total Results Achieved: Oct 1, 2004-September 30, 2006 | Estimated End-of-Project Targets |
|---|--|--|--|--|---|----------------------------------|
| IR 6.2 Mitigate the Impact of HIV/AIDS on the Education System | Indicators: | | | | | |
| | 1. Number and percentage of orphans in IRI centers | 13,816 (34%) | 36% | No new data | No new data | >30% every year |
| | 2. Percentage of IRI learners transferred to GRZ basic schools that were orphans | Grade 5: 39.7% | 73% (60/82) | No New data | No new data | >50% |
| Sub IR 6.4.1 More Orphans and Vulnerable Children go to school | Indicator: | | | | | |
| | 1. % of communities that have provided tangible support to IRI centers | (44%) | 61% | No new data | No new data | 80% |
| | 2. Number of community radio stations participating in the "Learning Plus" initiative | 6 CRSs | 6 CRS | 6 | 6 | 10 CRSs |
| Sub IR 6.4.2 More than 1,000 communities are better capable of supporting their children's basic education | 3. Number and percentage of IRI centers that are supported by: NGOs, churches and the community) | 18% | 18% (82/445) | No new data | 18% (82/445) | >35% |
| | 4. Number of formal and informal Taonga Market Partnership Partners | 0 formal partners 0 informal partners | 12 (formal) 9 informal and functional partnership 13 CBO | 3 formal 1 (informal and functional partnership) 1 CBO | 15 formal 10 (informal and functional partnership) 14 CBO | 50 |

APPENDIX C: QUESTT Training Summary Sheet 2006

In-service training activities conducted by QUESTT for each quarter

| | DATE | PARTICIPANTS | DESCRIPTION | FUNDING SOURCE | TRAINING DAYS | NUMBER TRAINED | | TOTAL |
|---------------------------------|------------------------|--------------------------------------|---|----------------|---------------|----------------|--------|-------|
| | | | | | | MALE | FEMALE | |
| October 1, to December 31, 2005 | | | | | | | | |
| 1 | October 11 to 13, 2005 | MOE staff and consultants | The training was organised to develop Tests for Grades 2-4. <u>The training was provided by a Testing consultant and TA for QUESTT TED.</u> Present in the training were PDP staff (producers), CDC staff, ECZ staff, DODE staff UNZA lecturer and QUESTT M&E staff. | QUESTT | 3 | 5 | 5 | 10 |
| 2 | October 13 to 16, 2005 | MOE headteachers and teachers | <u>The Training in IRI methodology was conducted by QUESTT staff and MOE staff to Head Teachers and Teachers of selected basic schools in Chiyawa district where the schools were understaffed</u> | QUESTT | 4 | 19 | 8 | 27 |
| 3 | October 19 to 22, 2005 | ZIPs and DESO | The training targeted MOE staff in Monze district, Southern province. The purpose was to train them as TOTs in IRI methodology. The MOE staff will in-turn provide IRI training to mentors and community school teachers in their respective zones. <u>The training was facilitated by the POC, DRCC, SEO-ODL, DEBS, and PCV.</u> | QUESTT | 4 | 16 | 5 | 21 |
| 4 | December 6 to 8, 2005 | DRCC (7) Grade 1 GRZ Teachers (7) | The purpose of the district training programme was to train GRZ Grade 2 teachers to use Taonga Market and to enable the Head-teachers to support the programme. In preparation for the seven district training workshops, the Teacher Education Advisor coordinated a three-day workshop TOT for 14 teacher trainers which included DRCCs and Grade 1 teachers. <u>The Teacher Education Advisor, the POC-Lusaka and the POC-Copperbelt facilitated the workshop.</u> | QUESTT | 3 | 6 | 1 | 7 |
| | | | | | | 6 | 1 | 7 |

QUESTT Quarterly Report July to September 2006

| | DATE | PARTICIPANTS | DESCRIPTION | FUNDING SOURCE | TRAINING DAYS | NUMBER TRAINED | | TOTAL |
|-----------------------------|------------------------|----------------------------|---|----------------|---------------|----------------|-----------|-----------|
| Sub Total | | | Level 1 | | | 52 | 20 | 72 |
| | | | Level 2 | | | 0 | 0 | 0 |
| January 1 to March 31, 2006 | | | | | | | | |
| 1 | January 4 to 6, 2006 | Teachers and Head teachers | The training targeted Headteachers and teachers in GRZ schools piloting LTM methodology for grade 1 and 2. The participants were trained by the DRCC and a Grade 1 teacher and Peace Corp Volunteer. The DRCC and Grade 1 teacher received TOT training in Lusaka earlier. The training was conducted in Chongwe district, Lusaka Province. | QUESTT | 3 | 8 | 4 | 12 |
| 2 | January 12 to 14, 2006 | MOE staff | The training targeted Headteachers and teachers in GRZ schools piloting LTM methodology for grade 1 and 2. The participants were trained by the DRCC and a Grade 1 teacher and Peace Corp Volunteer. The DRCC and Grade 1 teacher received TOT training in Lusaka earlier. The training was conducted in Luangwa district, Lusaka Province. | QUESTT | 3 | 7 | 3 | 10 |
| 3 | March 18 to 21, 2006 | Teachers and MOE staff | The workshop targeted teachers and other MOE staff (ZIPs, SEOs, CE Lecturers, DRCC) who were trained in Science Manual Development. The trainers were QUESTT staff from PDP and EDC. The workshop was conducted in Lusaka district at Capital Hotel. | QUESTT | 4 | 9 | 6 | 15 |
| 4 | January 4 to 7, 2006 | ZIPs | The training was organised to train ZIPs in Mpika district in IRI methodology, administration and management. The training was used to plan for RMT clustering in the district. The trainers were MOE staff (SEO-ODL, DRCC), POC, Peace Corps Volunteers and District Outreach Assistants. | MOE and QUESTT | 4 | 11 | 5 | 16 |
| 5 | January 4 to 6, 2006 | Teachers and Head teachers | The training targeted Headteachers and teachers in GRZ schools piloting LTM methodology for grade 1 and 2. The participants were trained by the DRCC and a Grade 1 teacher and Peace Corp Volunteer. The DRCC and Grade 1 teacher received TOT training in | QUESTT | 3 | 9 | 1 | 10 |

QUESTT Quarterly Report July to September 2006

| | DATE | PARTICIPANTS | DESCRIPTION | FUNDING SOURCE | TRAINING DAYS | NUMBER TRAINED | | TOTAL |
|----|------------------------|----------------------------|--|----------------|---------------|----------------|---|-------|
| | | | Lusaka earlier. The training was conducted in Mkushi in Central Province. | | | | | |
| 6 | January 4 to 6, 2006 | Teachers and Head teachers | The training targeted Headteachers and teachers in GRZ schools piloting LTM methodology for grade 1 and 2. The participants were trained by the DRCC and a Grade 1 teacher and Peace Corp Volunteer. The DRCC and Grade 1 teacher received TOT training in Lusaka earlier. The training was conducted in Serenje district in Central Province. | QUESTT | 3 | 8 | 2 | 10 |
| 7 | January 4 to 6, 2006 | Teachers and Head teachers | The training targeted Headteachers and teachers in GRZ schools piloting LTM methodology for grade 1 and 2. The participants were trained by the DRCC and a Grade 1 teacher and Peace Corp Volunteer. The DRCC and Grade 1 teacher received TOT training in Lusaka earlier. The training was conducted in Lufwanyama district, Copperbelt Province. | QUESTT | 3 | 12 | 0 | 12 |
| 8 | January 4 to 6, 2006 | Teachers and Head teachers | The training targeted Headteachers and teachers in GRZ schools piloting LTM methodology for grade 1 and 2. The participants were trained by the DRCC and a Grade 1 teacher and Peace Corp Volunteer. The DRCC and Grade 1 teacher received TOT training in Lusaka earlier. The training was conducted in Masaiti district, Copperbelt Province. | QUESTT | 3 | 9 | 5 | 14 |
| 9 | January 4 to 6, 2006 | Teachers and Head teachers | The training targeted Headteachers and teachers in GRZ schools piloting LTM methodology for grade 1 and 2. The participants were trained by the DRCC and a Grade 1 teacher and Peace Corp Volunteer. The DRCC and Grade 1 teacher received TOT training in Lusaka earlier. The training was conducted in Solwezi district, North Western Province. | QUESTT | 3 | 7 | 2 | 9 |
| 10 | January 25 to 27, 2006 | MOE staff | The workshop was an Annual review on IRI schools management in Lusaka province. The workshop included a an orientation IRI M&E, LTM production and LTM partnerships. The participants were trained by the POC and MOE staff. | MOE | 3 | 6 | 2 | 8 |

QUESTT Quarterly Report July to September 2006

| | DATE | PARTICIPANTS | DESCRIPTION | FUNDING SOURCE | TRAINING DAYS | NUMBER TRAINED | | TOTAL |
|--------------------------|------------------------------|---|---|----------------|---------------|----------------|----|-------|
| 11 | February 27 to March 4, 2006 | MOE staff | The workshop was targeting MOE staff (SEOs and Head Teachers) who were oriented on IRI methodology. The objective was equip MOE staff with the knowledge to support IRI systems and procedures in the districts. The training was conducted by MOE staff in Isoka district, Northern province. | MOE and QUESTT | 5 | 14 | 3 | 17 |
| 12 | February 27 to March 1, 2006 | MOE staff, Private company Radio Producer | The workshop was conducted to design a radio programme called Fastele Fastele. The participants were MOE staff (ZIPs, SEO, DRCC, Teachers, Lecturers), Private organizations radio producers, Mentor. The workshop was held in Lusaka and was facilitated by QUESTT staff. | QUESTT | 3 | 5 | 9 | 14 |
| Subtotal | | | Level 1 | | | 14 | 15 | 29 |
| | | | Level 2 | | | 91 | 27 | 118 |
| April 1 to June 30, 2006 | | | | | | | | |
| 1 | April 1 to April 12, 2006 | MOE staff | The workshop was targeting MOE staff (PRCC, DRCC, CE principles, SEOs, CE Focal Point persons,) who participated in the initial cartel Cell phone Design workshop. The objective was to design strategies on how to use cell phones to support distance learning in CE distance learning programmes. the workshop was held in Lusaka at Capital Hotel. | QUESTT | 2 | 19 | 5 | 24 |
| 2 | May 31 to May 31, 2006 | MOE staff and CE staff | The workshop was targeting CE staff including MOE staff (PTDDL Coordinator, CE Lecturers, Accounts personnel, CE Vice principal, SEO -RCs, Sales and Administration staff) who were oriented to Listening and Referral Skills. The objective was to equip the participants with skills to on how to use the cell phones donated by Celtel for business purposes. The workshop was held in Central Province in Serenje at the Resource Center. | QUESTT | 1 | 30 | 16 | 46 |

| | DATE | PARTICIPANTS | DESCRIPTION | FUNDING SOURCE | TRAINING DAYS | NUMBER TRAINED | | TOTAL |
|---|------------------------|---|--|----------------|---------------|----------------|----|-------|
| 3 | May 29 to May 30, 2006 | MOE staff and CE staff | The workshop was targeting CE staff including MOE staff (DRCCS, CE Lecturers, CE V/principles, CE secretary, CE sales persons) who were trained in Business Management. The objective was to equip the participants with skills to on how to use the cell phones donated by Celtel for business purposes. The workshop was held in Central Province in Serenje at the Resource Center. | QUESTT | 2 | 19 | 11 | 30 |
| 4 | June 1 to June 2, 2006 | MOE staff | The workshop was targeting MOE staff (PRCC, DRCC, CE principles, SEOs, CE Focal Point persons,) who were oriented to Listening and Referral Skills. The objective was to equip the CE lecturer with skills to assist students on practicals with theirs social and academic challenges. The workshop was held in Central Province in Serenje at the Resource Center. | QUESTT | 2 | 24 | 7 | 31 |
| 5 | May 8 to 12, 2006 | Community Radio Station Producers and announcers and QUESTT staff | The workshop was targeting Community Radio Stations producers and QUESTT staff who were oriented to Radio production and monitoring and Evaluation. The objective of the workshop was to equip the CRS producers with skills to produce relevant radio programmes that support LTM and how to collect and measure CRS impact information. The workshop was conducted in Kitwe, at Lothian House. | QUESTT | 5 | 14 | 2 | 16 |
| 6 | May 18 to 19, 2006 | In-service Community School Teachers | The purpose of the training was to train In-service Community School Teachers in IRI methodology and equip them with skills to teach effectively. The training was provided by the POC, SEO-ODL, ESO-ODL in Kitwe district on the Copperbelt province. | MOE | 2 | 4 | 7 | 11 |

QUESTT Quarterly Report July to September 2006

| | DATE | PARTICIPANTS | DESCRIPTION | FUNDING SOURCE | TRAINING DAYS | NUMBER TRAINED | | TOTAL |
|---------------------------|--------------------------------|--------------------------------|---|----------------|---------------|----------------|----|-------|
| 7 | June 12 to 16, 2006 | MOE staff, CE staff, TRC staff | The purpose of the training was to the MOE staff, CE staff and TRC staff in record keeping and phone use. The training was provided by QUESTT staff (TED Advisor and TED coordinator). | QUESTT | 5 | 26 | 11 | 37 |
| 8 | June 19 to 23, 2006 | MOE staff, CE staff, TRC staff | The purpose of the training was to the MOE staff, CE and TRC staff phone use. The training was provided by QUESTT staff (TED Advisor and TED coordinator). | QUESTT | 5 | 17 | 16 | 33 |
| Subtotal | | | Level 1 | | | 149 | 68 | 217 |
| | | | Level 2 | | | 4 | 7 | 11 |
| July 1-September 30, 2006 | | | | | | | | |
| 1 | August 31 to September 1, 2006 | MOE staff | The training targeted MOE staff in Kitwe and Lufwanyama district, Copperbelt province. The purpose was to equip ZIPs and Zonal Heads with skills in IRI methodology to become Trainers of IRI in the province. The trainers were MOE staff and QUESTT staff. | QUESTT | 2 | 23 | 9 | 32 |
| 2 | August 16 to August 19, 2006 | MOE staff | The training targeted MOE staff in Chilubi district, Northern province. The purpose was to equip ZIPs, ESOs, SEOs, SESOs and Zonal Heads with skills on administration and management of IRI schools. The workshop was held in Chilubi and Chaba Upper Basic school. The training was provided by MOE staff | MOE | 4 | 8 | 0 | 8 |
| 3 | August 16 to August 18, 2006 | MOE staff | The training targeted MOE staff in Kalomo district, Southern province. The purpose was to equip ZIPs, ESO and SEO with skills in IRI methodology to become Trainers of Trainers of IRI in the province. The workshop was held in Livingstone. The training was provided by MOE and QUESTT staff. | QUESTT | 3 | 9 | 4 | 13 |

QUESTT Quarterly Report July to September 2006

| | DATE | PARTICIPANTS | DESCRIPTION | FUNDING SOURCE | TRAINING DAYS | NUMBER TRAINED | | TOTAL |
|-------------------------------------|--------------------------------|--------------|---|----------------------|---------------|----------------|-----|-------|
| 4 | August 14 to 16, 2006 | MOE staff | The training targeted MOE staff in Mufumbwe district, North western province. The purpose was to equip ZIPs and Zonal Heads with skills in IRI methodology to become Trainers of IRI in the province. The trainers were MOE staff and QUESTT staff. | QUESTT | 3 | 9 | 2 | 11 |
| 5 | August 28 to September 2, 2006 | MOE staff | The training targeted MOE staff in Shangombo and Sesheke district in Western province. The purpose was to equip ZIPs with skills in IRI methodology. The workshop was held in Nangweshi and Sesheke DRC. The training providers were MOE staff (DODE). | QUESTT | 5 | 15 | 5 | 20 |
| 6 | August 30 to September 2, 2006 | MOE staff | The training targeted MOE staff in Nakonde and Chinsali district, Northern province. The purpose was to equip ZIPs, ZRCC, ESOs, SEOs, SESOs with skills on administration and management of IRI schools. The workshop was held in Chinsali. The trainers were MOE and QUESTT staff. | QUESTT and MOE | 4 | 22 | 6 | 28 |
| 7 | September 3 to 8, 2006 | MOE staff | The training targeted MOE staff in Chama district, Eastern province. The purpose was to equip ZICs with skills in IRI methodology to become Trainers of IRI in the province. The workshop was held in Chama at the DRCs. The trainers were MOE staff and QUESTT staff. | QUESTT | 5 | 15 | 3 | 18 |
| | Subtotal | | | ² Level 1 | | 101 | 29 | |
| | | | | ³ Level 2 | | | | |
| Total (Quarter 1, 2,3 and 4) | | | Level 1 | | | 229 | 105 | 334 |
| | | | Level 2 | | | 204 | 84 | 288 |

² This training was delivered directly by QUESTT staff or persons appointed by QUESTT

³ Training implemented by trainers appointed by QUESTT

QUESTT Quarterly Report July to September 2006

| | DATE | PARTICIPANTS | DESCRIPTION | FUNDING SOURCE | TRAINING DAYS | NUMBER TRAINED | | TOTAL |
|--|------|--------------|-------------|----------------|---------------|----------------|------------|-------------|
| Total Previous Quarters (October 2004 to September 2005) | | | Level 1 | | | 54 | 21 | 166 |
| | | | Level 2 | | | 273 | 97 | 340 |
| Grand Total | | | Level 1 | | | 283 | 126 | 500 |
| | | | Level 2 | | | 477 | 181 | 628 |
| Total | | | | | | 760 | 307 | 1128 |

| <i>Pre-service training activities conducted by QUESTT for each quarter</i> | | | | | | | | |
|--|-------------------------|--------------|---|----------------|---------------|----------------|--------|-------|
| ITEM | DATE | PARTICIPANTS | DESCRIPTION | FUNDING SOURCE | TRAINING DAYS | NUMBER TRAINED | | |
| | | | | | | MALE | FEMALE | TOTAL |
| October 1, 2005 to December 31, 2005 | | | | | | | | |
| 1 | November 14 to 18, 2005 | Mentors | The training was organised by MOE to train mentors in IRI methodology. The trainers were POC and PCV.. The training was conducted in Southern province, Kalomo district. | | 5 | 13 | 2 | 15 |
| 2 | December 5 to 9, 2005 | Mentors | The training was in IRI methodology targeting untrained mentors teaching at IRI centers in the district in Chipata district of Eastern province. <u>The main trainers were MOE staff (ESO, DRCC, DESO) though the POCs were also part of the trainers</u> | MOE | 5 | 23 | 11 | 34 |
| 3 | Oct-05 | Mentors | The training was in IRI methodology targeting untrained mentors teaching at IRI centers in the district of Mbala Northern province. <u>The main trainers were DRCC, DESO and the POC</u> | World Vision | 3 | | | 19 |
| 4 | October 19 to 22, 2005 | Mentors | The training was in IRI methodology targeting untrained mentors teaching at IRI centers in Luyaba district in Kalomo district of Southern province. The main trainers were the PCV and ESO | World Vision | 3 | | | 14 |
| 5 | | Mentors | The training was in IRI methodology targeting untrained mentors teaching at IRI centers in Kalabo district of Western province. <u>The main trainers were the POC and MOE staff (ESO, DRCC, DESO)</u> | World Vision | 3 | | | 9 |
| Subtotal | | | Level 1 | | | 0 | 0 | 0 |
| | | | Level 2 | | | 23 | 11 | 76 |

QUESTT Quarterly Report July to September 2006

| January 1 to March 31, 2006 | | | | | | | | |
|-----------------------------|------------------------------|---------------------------------------|---|------------------------|---|----|----|----|
| 1 | January 9 to 13, 2006 | Community school teachers | The purpose of the training was to train community school teachers in IRI methodology and equip them with the skill to teach effectively. The training was conducted by the MOE staff in Kalomo district | World Vision | 5 | 8 | 3 | 11 |
| 2 | January 9 to 13, 2007 | Mentors and Community school teachers | The purpose of the training was to train Mentors and community school teachers in IRI methodology and equip them with the skill to teach effectively. The training was conducted by the MOE staff (ESOs-ODL and DRCCs) in Kabompo district in North Western province. | MOE | 5 | 23 | 4 | 27 |
| 3 | February 20 to 24, 2006 | Community school teachers | The purpose of the training was to train community school teachers supported by Children International in IRI methodology and equip them with the skill to teach effectively. The training was conducted by the MOE staff (LTM Radio Producer), POC and QUESTT staff in Lusaka district in Lusaka province. | Children International | 5 | 9 | 12 | 21 |
| 4 | February 28 to March 3, 2006 | Mentors | The purpose of the training was to train Mentors in IRI methodology and equip them with the skill to teach effectively. The training was conducted by the MOE staff (ESOs-ODL) and POC in Isoka district in Northern province. | MOE, QUESTT | 5 | 3 | 0 | 3 |
| 5 | February 27 to March 3, 2006 | Mentors | The purpose of the training was to train Mentors in IRI methodology and equip them with the skill to teach effectively. The training was conducted by the MOE staff (ESOs-ODL, DRCC, DESO) in Chingola district on the Copperbelt province. | MOE | 5 | 12 | 5 | 17 |
| Subtotal | | | Level 1 | | | 0 | 0 | 0 |
| | | | Level 2 | | | 55 | 24 | 79 |
| April 1 to June 30, 2006 | | | | | | | | |
| 1 | May 2 to 4, 2006 | Mentors and Community school teachers | The purpose of the training was to train Mentors and Community School teachers in IRI methodology and equip them with skills to teach effectively. The training was provided by the MOE EBS staff in Kafue | PCI | 3 | 14 | 22 | 36 |

QUESTT Quarterly Report July to September 2006

| | | | | | | | | |
|----------|---------------------|---------------------------|--|----------------|---|-----------|-----------|-----------|
| | | | district in Lusaka province. | | | | | |
| 2 | May 2 to 6, 2006 | Community School Teachers | The purpose of the training was to train Community School Teachers in IRI methodology and equip them with skills to teach effectively. The training was provided by the DRCC, DESO, ESO, POC and QUESTT staff in Petauke district in Eastern province. | WFP and QUESTT | 5 | 21 | 2 | 23 |
| 3 | 10th May 2006 | Mentors | The purpose of the training was to train Mentors in IRI methodology and equip them with skills to teach effectively. The training was provided by the QUESTT staff in Chipata district in Eastern province. | Community | 1 | 20 | 13 | 33 |
| 4 | May 17 to 20, 2006 | Mentors | The purpose of the training was to train Mentors in IRI methodology and equip them with skills to teach effectively. The training was provided by the MOE and QUESTT staff in Kazungula district in Southern province. | WFP and CARE | 4 | 14 | 6 | 20 |
| 5 | June 4 to 9, 2006 | Mentors | The purpose of the training was to train Mentors in IRI methodology and equip them with skills to teach effectively. The training was provided by the MOE and QUESTT staff in Mwinilunga district in North Western province. | MOE | 5 | 15 | 1 | 16 |
| 6 | June 12 to 16, 2006 | Student teachers | The purpose of the training was to the student teachers in record keeping and phone use. The training was provided by QUESTT staff (TED Advisor and TED coordinator). | QUESTT | 5 | 30 | 25 | 55 |
| 7 | June 19 to 23, 2006 | Student teachers | The purpose of the training was to train the student teachers in phone use. The training was provided by QUESTT staff (TED Advisor and TED coordinator). | QUESTT | 5 | 1 | 2 | 3 |
| Subtotal | | | Level 1 | | | 51 | 40 | 91 |

QUESTT Quarterly Report July to September 2006

| | | | Level 2 | | | 64 | 31 | 95 |
|----------------------------------|------------------------------------|---|---|---|---|----|----|----|
| July 1- September 30, 2006 | | | | | | | | |
| 1 | July 11 to 13, 2006 | Mentors | The purpose of the training was to equip mentors with IRI methodology skills. The training was conducted in Western province, Sesheke district at Mwandu Resource center. The training was conducted by MOE. | MOE | 3 | 13 | 6 | 19 |
| 2 | July 26 to 30, 2006 | Mentors | The purpose of the training was to equip mentors with IRI methodology skills. The training was conducted in Southern province, Monze district at Chikuni Parish. The training was conducted by MOE and Chikuni staff. | QUESTT, MOE and Chikuni Parish | 5 | 23 | 23 | 46 |
| 3 | August 14 to 16, 2006 | Mentors | The purpose of the training was to equip mentors with IRI methodology skills. The training was conducted in North-western province, Mwinilunga district at Mwinilunga High School. The training was conducted by MOE. | MOE | 3 | 16 | 1 | 17 |
| 4 | August 22 to August 22, 2006 | Mentors/Community school teachers and Heads | The purpose of the training was to equip mentors with IRI methodology skills. The training was conducted in Lusaka province, Lusaka district at Chainama hotel. The training was conducted by MOE - PEO. | QUESTT | 1 | 12 | 16 | 28 |
| 5 | August 23 to 27, 2006 | Mentors | The purpose of the training was to equip mentors with IRI methodology skills. The training was conducted in Eastern province, Lundazi district at Phikamaza Basic School. The training was conducted by MOE - DODE. | MOE | 5 | 17 | 9 | 26 |
| 6 | August 23 to August 23, 2006 | Mentors | The purpose of the training was to equip mentors with IRI methodology skills. The training was conducted in Lusaka province, Lusaka district at Chainama Hotel. The training was conducted by MOE - POE. | MOE | 1 | 8 | 12 | 20 |
| 7 | August 31 | Mentors | The purpose of the training was to equip | ZOCs and | 2 | 7 | 14 | 21 |

QUESTT Quarterly Report July to September 2006

| | | | | | | | | |
|---|----------------------------|--|--|-----|--|-----|-----|------|
| | to September 1, 2006 | | mentors with IRI methodology skills. The training was conducted in Lusaka province, Lusaka district at Maryaikenhead community school. The training was conducted by ZOCs and PCI. | PCI | | | | |
| Subtotal | | | Level 1 | | | 0 | 0 | 0 |
| | | | Level 2 | | | 96 | 81 | 177 |
| Total (Quarter 1,2,3 and 4) | | | Level 1 | | | 51 | 40 | 91 |
| | | | Level 2 | | | 238 | 147 | 427 |
| Total Previous Quarters (October 2004 to September 2005) | | | Level 1 | | | 150 | 141 | 301 |
| | | | Level 2 | | | 246 | 130 | 394 |
| Grand Total | | | Level 1 | | | 201 | 181 | 392 |
| | | | Level 2 | | | 484 | 277 | 821 |
| Total | | | | | | 685 | 458 | 1213 |