

***EDC Support to Zambia's Ministry of Education***

# **QUESTT**

**(Quality Education Services Through Technology)**

## **QUARTERLY REPORT OCTOBER 1<sup>ST</sup> TO DECEMBER 31<sup>ST</sup>, 2006**

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## 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                |
| CRP    | Community Radio Project                       |
| CSC    | Centre Support Committee                      |
| DAPP   | Development Aid from People to People         |
| DEBS   | District Education Board Secretary            |
| DODE   | Directorate of Open and Distance Education    |
| DRCC   | District Resource Centre Coordinator          |
| 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                     |
| MOE    | Ministry of Education                         |
| NBTL   | New Breakthrough to Literacy                  |
| OA     | Outreach Assistant                            |
| ODL    | Open and Distance Learning                    |
| OVC    | Orphans and Vulnerable Children               |
| PAF    | Peoples Action Forum                          |
| PCV    | Peace Corps Volunteer                         |
| PDP    | Program Development and Production            |
| PEO    | Provincial Education Officer                  |
| POC    | Provincial Outreach Coordinator               |
| PRCC   | Provincial Resource Centre Coordinator        |
| PSA    | Public Service Announcement                   |
| QUESTT | Quality Education Services Through Technology |
| RMT    | Radio Mentor Training                         |
| SCN    | Save the Children Norway                      |
| SEO    | Senior Education Officer                      |
| SESO   | Senior Education Standards 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              |
| 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

The major event of the quarter was the approval of the plans and budget for the use of FTI and PEPFAR funds in 2007. By the end of the quarter, new staff had been recruited and were ready to assume duties in January and the orders for the necessary equipment and materials had been placed. Activities for the OVC Life Skills program and the roll out of IRI to GRZ basic schools and community schools had already started. Window Images conducted the needs assessment for OVC in Chipata and Livingstone to identify the topics which need to be included in the radio programs for OVC and caregivers. Agreement was reached with Radio Maria in Chipata and Radio Mosi-O-Tunya in Livingstone that the two producers would be based with them and that they would broadcast the programs. The Community Radio Coordinator and the Community Radio advisor identified a drama group to develop the radio dramas and selected writers who will develop the schools programs at a writing workshop to take place in January.

Plans for the roll out of IRI to GRZ basic schools and community schools were developed and approved by the MOE. A steering committee chaired by the Director of DODE was formed. Members of the steering committee visited all provincial headquarters in November to conduct briefing and planning sessions on the roll out with Ministry officials at provincial and district level. Each province selected a team of trainers and these were trained in Lusaka in December. These trainers returned to their provinces and conducted training courses for the district trainers who will train the teachers in January. By the end of the quarter, each district had a training team and funds had been transferred to the district accounts so that they could start training teachers in January.

PDP completed the writing of Grade 7 master plans and scripts and had recorded a few of the programs for Term One. QUESTT will assist PDP with the formative evaluation of the programs and the formatting of the Term Three mentor's guide. The broadcast schedule was revised in order to fit the Grade 7 programs in to the day and to ensure that there was time after each broadcast for the post-broadcast

activities that are vital. The last program to be broadcast, the Grade 6 program, will end at 15.30.

Four provinces conducted mentor training and were able to train 133 more mentors. This brings the total number of mentors trained in IRI during the year to 518, which means that the majority of the 2247 mentors and teachers had not received training in IRI. This was the first year when IRI training was totally dependent on funding from MOE and NGOs. Districts and provinces were instructed by DODE to budget for the training of mentors but it is apparent that insufficient funds were made available. In 2007 the budgets of districts will be monitored closely to ensure that funds are budgeted and not diverted to other expenses.

Sensitization of communities continued in six provinces with 193 community members participating in the sessions. Sensitization is conducted in order to address specific issues in a community and also to help the community to understand their role in supporting the education of their children. Their obligation to support the mentors is one role which has to be emphasized all the time.

The National Partnerships Coordinator continued to work with NGOs to strengthen the support they give to the program and to gather information on the activities of all partners in the provinces. She has developed a database of all partners listing what services they provide and which districts they are working in. There are now fifteen formal partnerships and ten others which have not been formalized by an exchange of letters.

The first installment of the small grants was sent to forty-one centers which had been trained and had opened bank accounts. The letters of agreement with the other four centers were still waiting signature. The Grant Coordinator, to be appointed in the next quarter, will conduct an extensive monitoring exercise with the POCs and MOE as soon as he has been appointed. The new grants to be awarded out of FTI funds will be allocated to the five provinces in which schools are not eligible for the grants from CHANGES2, and the four vehicles to be purchased will enable the POCs to make frequent monitoring visits.

The six community radio stations which are the recipients of sub-grants have been active in promoting LTM and sensitizing communities on their role in the education of their children. In addition to broadcasting the LTM programs, they have produced weekly programs about LTM and three of the stations went out to collect listener feedback on their programs.

The Eastern Province community radio project closed down at the end of October. Since the program started in April a total of 25 "My Village" programs were produced for each radio station and broadcast by them. 104 listener groups were continued from the previous project while 50 new listener groups were formed. The two radio stations have agreed to continue to produce the programs as they will be receiving the project equipment and vehicles. A closing down ceremony was held on

3<sup>rd</sup> November in Chipata so that all stakeholders would be aware of the ending of USAID funding for the program and know that the equipment would be handed over to the two radio stations so that they could continue to produce the “My Village” radio program.

Achievement tests for Grade 2 in IRI centers and GRZ and community schools and Grade 3 in IRI centers and community schools were conducted during October and November. The results will be analyzed in December and January and the reports written in February and March. Forty IRI centers were identified to be included in the National Assessment at Grade 5 level and were also tested in November. The results will be published early in 2007.

The cell phone project was evaluated in October and concluded that the use of cell phones had not been successful because of the very high fixed charge of \$35 a month for the FCTs, the inability of Celtel to get the FCTs to work and the delayed start of the PTDDL program. However student teachers had been encouraged to have meetings and to communicate by personal phones with their college tutors. TED requested that the pilot be redesigned without the FCTs and tried again in 2007.

The broadcasting of the *Fastele! Fastele!* radio program for teachers continued during the quarter and 26 programs had been broadcast by the end of the year. Feedback on the programs was collected at meetings of teachers in Kabwe and Lusaka. Although the response was that the programs were beneficial, it was noted that that the time of the broadcasts was unsuitable and there had been insufficient publicity of the programs. It was therefore agreed with TED that the same 26 programs would be repeated in the first half of 2007 while a further 26 programs were being developed, and that the time of the broadcasts would be renegotiated with ZNBC.

Six lessons to accompany the *Manual of Sample Science Lessons* were filmed in October and are being edited by Full Blown Productions. They will be used in 2007 for training teachers in selected provinces.

## **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 during 2006 indicates that there are 497 IRI centers and 512 community schools using IRI, with a total of 80,556 learners. This represents 97% 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.***

133 non-certificated teachers were trained during the quarter, 97 male and 46 female. The funds for these training courses were provided by MOE and QUESTT.

A total of 87 qualified teachers were trained. These were Zonal In-service Coordinators and Zonal head teachers, 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.

49 MOE officials, including POCs, ESOs, DRCCs, ZICs and teachers experienced in IRI were trained as national trainers of trainers in IRI in order to train district training teams in each province. Immediately after their training, they conducted training courses for the district training teams. A total of 360 DRCCs, ZICs, ESOs and teachers were trained in IRI methodology so that they could train the teachers in January.

#### ***2.3 Adoption of IRI program for use in GRZ schools***

The plans for the roll out of IRI into government and community schools were approved and a steering committee chaired by the Director of DODE and consisting of representatives from each directorate of MOE undertook the implementation. Briefing sessions for district officials were held in all the provinces at the end of November and the training of trainers for each district was completed in December.

#### ***2.4 IRI centers and schools captured by Annual School Census***

754 schools identifying themselves as IRI centers or schools have been recorded in the Annual School Census. This represents 75% of the centers or schools recorded on our database and is a huge improvement over the figures for 2005 when only 22% of the IRI centers and schools were captured in the EMIS statistics.

## **2.5 “Learning Plus”**

Six 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***

PDP completed the writing of all Grade 7 scripts, and is left now with the editing of Term 3 Literacy and English segments. All other writing work has been completed, including the writing of the Term 3 mentors guide. After the editing of the remaining Term 3 scripts, all that remains is the formatting of the Term 3 guide, and the production and formative evaluation of all Grade 7 programs.

During this quarter PDP also finalized its 2007 broadcast schedule, and confirmed it with ZNBC. They remain heavily in debt to the broadcaster over unpaid air bills from last year, but ZNBC agreed to continue broadcasts regardless. This broadcast schedule is particularly important because it is the first time the full array of primary programs (from Grades 1 to 7) will be on air, and it is the first time that Government Schools will be formally listening. Careful consideration was given to fitting all programs in, while timing them to be most beneficial for all schools listening, allowing time for pre- and post-broadcast activities.

Finally, UNICEF's guides were finalized and printed during this quarter. In the fourth quarter they agreed to donate 1000 copies each of Grade 6 terms 2 & 3 and Grade 7 terms 1 and 2. They liaised with us and with PDP during the course of the quarter with questions about formatting before printing and delivering all guides in December.

## **3.2 Outreach**

### **3.2.1 Mentor training**

Mentor training took place in 4 provinces: Central, Luapula, Northern and Eastern, and total of 133 (97 male, 46 female) were trained. In 2006 a total of 518 mentors were trained in IRI methodology. This is against a target of 1570 planned for 2006. 518 mentors represent 33% of mentors trained against the 2006 target.

(i) *Central*

The POC, SEO and Accounting Officers carried out training of Center Support Committees from selected 10 centers in Financial Management under the small grant scheme. A total of 60 (40 male, 20 female) were trained. Fourteen ZICs and 3 zonal heads were trained so that they could train and supervise mentors in their zones.

(ii) *Luapula*

The SEO, POC and DRCC in October trained 16 mentors and 6 ZICs in the IRI methodology in three districts, Chiengi, Kawambwa and Milenge. DODE funded the training and this was the first funding DODE had done towards mentors training in the province, with a total of K19,500. All previous training has been funded by USAID through QUESTT.

(iii) *Eastern*

The PCV conducted mentor training in Petauke in Chief Mwanjawanthu area. A total of 12 mentors (11 males, 1 female) were trained. The training focused on familiarization and gave actual practice of mentoring.

(iv) *Northern*

The POC and SEO trained a total of 14 mentors in Chilubi in readiness for the IRI centers which are expected to open in 2007. These will be the first centers to start using IRI methodology. Transport was the major problem in reaching the Island.

### **3.2.2 Community sensitization**

A total of 193 community members (138 male, 55 female) were sensitized in the quarter.

Sensitization meetings were carried out in 6 provinces, Central, Northwestern, Western, Luapula, Eastern and Northern. The POC for Central Province carried out sensitization meetings for six potential IRI centers to open in 2007. In Northwestern province the Outreach Assistant carried out sensitization meetings for six centers in Zambezi district, which lacked radios, desks, mentor's guides, posters and were not supporting the mentors. The meetings were based on encouraging communities to come up with IGAs to raise funds to support the mentors and their centers. The DEBs for Zambezi promised to provide learning materials such as radios, desks and

mentor's guides. In Mufumbwe district there were accusations of witchcraft – one person was accused of killing the chairperson. Community school teachers threatened to leave the school after 20% was cut off from their allowances. The other problem was the delay of the small grant at Kifuwe West IRI Center. The process of grant approval was explained and this calmed the situation. The relationship in the community has improved since the sensitization.

In Western Province the POC, SESO and ESO carried out sensitization meetings at four IRI centers in Mongu, covering the topics of the food package from PCI for the centers, the administration of the centers, and the storage of radios. The community managed to find two additional mentors for the center. The center which was almost denied the food package from PCI was reinstated. The community also agreed that the radios should be stored by the mentors but that they should send the radio to the centers when they do not report.

In Luapula province the POC held a sensitization meeting with the DEBS office to resolve the issue of the provision of teaching and learning materials, with the result that the DEBS office promised to assist. Meetings were held with six CSCs to discuss issues of classrooms and learner attendance. They agreed to mold bricks in order to build permanent structures and parents promised to encourage their children to attend school and not to give children household chores.

The POCs in Eastern Province conducted sensitization meetings for 105 CSC members in 17 centers in Petauke, Katete, Chipata and Lundazi districts on mentor support. This is a pressing issue which is on the lips of every POC.

In Northern Province a sensitization meeting was held in Mpika district for 58 head teachers (52 male and 6 female) on the role of distance education and IRI methodology. The purpose was to pass on the information to the teachers in their respective schools. The other sensitization meeting was held at Filoki Community IRI Center on the use of grants from MOE. The community agreed to apportion money for the school development and for mentor support.

**3.2.3 Activities in the provinces**

| PROVINCE      | ACTIVITY   | OUTCOME   |
|---------------|--|---|
| CENTRAL       | <ul style="list-style-type: none"> <li>* Training of CSC from selected 10 centers in Financial Management under the Small Grant Scheme</li> <li>* Training of ZICs in IRI methodology from 2 districts</li> <li>* Distribution of learning materials to IRI centers</li> <li>* A total of 50 mentors were encouraged to go for VCT</li> <li>* Sensitization of communities for potential IRI centers</li> <li>* Testing of grade 2 and grade 3 learners</li> </ul> | <p>A total of 60 CSC members were trained</p> <p>A total of 14 ZICs and 3 zonal heads were trained to train mentors in zones.</p> <p>In the last quarter a total of 81 centers received Instructional materials.</p> <p>Out of the targeted number only 24 mentors received VCT.</p> <p>6 potential IRI Centers sensitized</p> <p>Testing was carried out in Mkushi and Serenje districts</p>   |
| NORTH WESTERN | <p>Sensitization was carried out by OA Zambezi to 6 centers</p> <p>Sensitization of communities</p> <ul style="list-style-type: none"> <li>* Death of CSC Chairman</li> <li>* Support to mentors</li> </ul>  | <p>The centers were lacking radios, desks, mentor's guides, posters and mentor support.</p> <ul style="list-style-type: none"> <li>- Communities encouraged to come up with IGAS- DEBS to provide learning materials.</li> <li>- Outreach Assistant spends a night in a thick forest after his bicycle broke down.</li> </ul> <p>There were accusations of witchcraft – one person was accused of killing the chairperson</p> <p>Community teachers threatened to leave the school after 20% was cut off. As a result community teachers threatened to leave as it was difficult for communities to pay them.</p> |

| PROVINCE       | ACTIVITY   | OUTCOME  |
|----------------|--|--|
|                | <p>Sensitization on the delay of the Small Grant at Kifuwe West IRI Center</p>   | <p>Relationship has improved. The CSC thought that the grant was deliberately kept at the PEO's Office. Process of the money was explained, this calmed down the situation.</p> <ul style="list-style-type: none"> <li>- DEBS office could not accompany the OA as he had no money to give them.</li> <li>- Relationship.</li> </ul>   |
| <p>WESTERN</p> | <p>Monitored 9 IRI/Community Schools in Mongu and Kaoma</p> <p>Sensitization were carried out to 4 IRI Centers in Mongu</p> <ul style="list-style-type: none"> <li>• Food package</li> <li>• Administration of Centers</li> <li>• Storage of radios</li> </ul> <p>Material Distribution</p> <ul style="list-style-type: none"> <li>• Distribution of questionnaires learning materials to 2 centers in respect of Weekly Education Focus Programme by Radio Liseli</li> </ul> <p>Verification of IRI/Community School in 9 centers for the verification of grades 2 and 3 testing.</p> | <p>Centers that were to take part in the achievement tests were verified.</p> <p>Kapulanga mentor dies</p> <ul style="list-style-type: none"> <li>-Need for two of more mentors</li> <li>-The Center which was almost denied food package from PCI was resolved.</li> <li>-The storage of radio was resolved – Met should send radio to the Center when he does not report.</li> </ul> <p>Information shared on different aspects affecting community and IRI centers.</p> <p>Pencils, chalk lozi readers, flash cards and exercise books were distributed.</p> <p>A total of 171 learners were tested - 90 grade 2 and 81 grade 3</p> |
| <p>LUAPULA</p> | <p>Monitored 6 IRI Centers and 2 Zone Insect Providers</p>   | <p>The problem of shelter, teaching and learning materials were resolved with DEBS office who</p>  |



| PROVINCE | ACTIVITY   | OUTCOME  |
|----------|--|--|
| Chilubi  | <p>Filoki Community IRI/Center sensitization on the use of grant from MOE</p> <p>A mentor training was conducted in Chilubi at Chaba Basic School. The relationship between EDC and PEO Northern is very cordial hence more mentors/ZIP trainings have been conducted.</p> | <p>and IRI.</p> <p>The case was discussed and community agreed to apportion money for school development and for mentor support.</p> <p>9 centers have been identified to open in January 2007, radios were given.</p> |

### **3.2.4 Partners' Support**

Efforts have been made to identify new partners and create a database on partnerships and the areas they support. The purpose of the database is to make it easier for MOE and QUESTT to coordinate OVC support and identify gaps.

#### **a. Partnership achievements.**

The following have been achievements in the area of partnerships during this quarter: -

- Agreement of Development Aid from People to People to support Taonga Cares in Eastern Province.
- Identification of new partners for LTM and "Taonga Cares" in Central, Copperbelt, Northwestern, Southern, Eastern and Western Provinces.
- Strengthening of already existing partners such as Kara Counselling in Choma, Kabwe and Lusaka.
- Identification of additional new Partners for 2007 in all other provinces and improved relationship with existing partners.
- Donation by Children International of 198 reading books to IRI centers.
- Development of the Center Support Committee training manual.
- Improved working relationship with MOE as a key partner in the area of education for OVCs, sharing information regularly through regular meetings. Each Outreach QUESTT staff has a person to network with on regular basis. This is hoped to improve information flow between DODE staff and QUESTT.

#### **b. Meetings with partners**

During the quarter meetings were held with Mr Justin Musonda, Education Programme Officer of CARE International, Ms Sibeso Mululuma of Land O' Lakes, Deputy Country Director of World Vision, Mr Munkombwe of Children International, Mr Milimo of Children in Need, Mr Tony Kisadha of Save the Children, to explore areas of cooperation.

Mr Musonda explained that CARE International is about to embark on a two year program to assist 140 community schools and 14 GRZ schools in Kazungula, Kalomo, Katete and Chipata districts. They will train 465 community school teachers and distribute radios to schools.

Ms Mululuma expressed willingness to take the school feeding program into IRI centers in Mazabuka and Monze districts once they have received approval for their proposal from WFP.

The Deputy Director of World Vision explained that each area coordinator was responsible for supporting activities within their area but that they do receive gifts in kind which QUESTT can apply for.

Mr Milimo explained that CHIN is not an implementing agency but a network of implementing agencies including the government. CHIN can provide capacity building for members and assist them with proposals for funds.

Mr Kisadha explained what SCN was doing in the Southern Province and welcomed the idea of cooperation.

## **Reports from Provinces**

### **Eastern Province**

Eastern Province has continued enjoying the strong working relationship between the IRI Program and cooperating NGOs.

World Vision has continued supporting 52 community schools with food for listening benefiting 5,490 children in Petauke District, in collaboration with the Catholic Diocese of Chipata. World Vision introduced 'Learning at Taonga Market' from June 2006. It has also been agreed in principle with World Food Programme to conduct joint monitoring tours in Petauke District in order to evaluate the feeding program and IRI teaching/learning in the centers.

Development Aid from People to People (DAPP), a new partner, helps OVCs in education requirements, clothes, food, sensitization on HIV/AIDS, and those infected are given referral letters and directed to appropriate places where they are provided with the necessary services. DAPP has agreed to assist with the "Taonga Cares" initiative, encouraging mentors to go for Voluntary Counseling and Testing (VCT). The two POCs will be carrying out sensitization tours to centers and communities with this partner in 2007.

Eastern Province Women Development Association (EPWDA) in Chama, Katete, Nyimba and Mambwe helps communities to open IRI centers, conducts community sensitization and holds meetings and workshops, supports communities in starting/setting up income generating activities for sustainable support to centers. Such support benefits 1,744 children, 939 female and 805 male.

## **c. Reports from the provinces**

### **Northern Province**

In October 2006, Ministry of Education officials and the POC, Northern Province held a fruitful meeting with World Vision which has strengthened the relationship for better collaboration. In order to ensure better collaboration, Mr. Remmy Chisala, Senior In-Service Provider at Kopa Basic was appointed as a link person between MOE and World Vision. This will help to create smooth and better ground for World Vision becoming a Partner within the District.

### **Central Province**

During this quarter, six potential partners have been identified who have been supporting OVCs in Central Province.

KARA Counselling and Development Aid from People to People (DAPP) Hope have provided Voluntary Counseling and Testing services to 10 males and 50 females.

In Mumbwa District, People’s Action Forum (PAF) supported three IRI centers or community schools in different initiatives. They provided materials for a shelter for Chipo IRI center, paid for one adult literacy teacher at Nakasaka; and supported training of community members at Chilimboyi Community School in poultry, tailoring and financial management.

ADRA - Zambia provides food during project activities at 11 centers/community schools and assisted them in building learning shelters, toilets and molding bricks.

CHD supports four IRI Centers by providing bicycles, allowances and T-shirts for mentors from Hope, Krine, Luyando and Lumbanyai IRI centers.

In Kabwe District, DAPP- Hope is a potential partner for “Taonga Cares” and can provides care and support to mentors living with HIV/AIDS, promote advocacy work on positive living and provide training in communication skills and counseling.

Care International contributed one-time assistance of K300,000 for food stuffs, four balls, two whistles, three drains, and two trunks of learning materials and T-shirts for children during the African Child day celebrations.

PLAN has been assisting in eight areas of Central Province in a variety of developmental and educational programs:

- In Chibombo area, PLAN assisted nine IRI centers in building learning structures.
- In Malombwe area, PLAN supported capacity building programs for CSC and care givers and organized training in management and self reliance skills to Mukamwanje, Mananombwa and Chikankata (three IRI centers).
- In Chowa area, PLAN promotes VCT for mentors in six IRI centers, namely Chowa, Machiko, Milandu, Lupile, Munema and Chipala.
- In Kampekete area, PLAN supported training of mentors and Zonal In-service Coordinators for Daiman and Mbwante IRI Centers.

| No. | Area or District | NGO/Partner                 | Type of support   |
|-----|------------------|-----------------------------|---|
| 1.  | Mumbwa District  | Peoples’ Action Forum (PAF) | Supported training of community members at Chilimboyi Community School in poultry, tailoring and financial management<br>Provided shelter for Chipo IRI Center,<br>Paid one teacher at Nakasaka |

|    |                   |  |  |
|----|-------------------|--|--|
|    |                   | ADRA- Zambia                           | Provided food during project activities at 11 centers/community-assisted Bulungu, Shikatundwe, St. Edmonds, Chilimboyi, Hope Krine   |
|    |                   | C. H. D                                | Provided bicycles, allowances and T-shirts to mentors at Hope, Krine, Luyando, and Lumbanyai (4 Centers)   |
| 2. | Kabwe District,   | Young Men Christian Association (YMCA) | Provided radios, supported training for mentor and Zonal INSET coordinators while KARA Counseling has agreed to help in encouraging mentors to go for VCT.   |
|    |                   | PAPP- Hope                             | Provides care and support to mentors who are living with HIV/AIDS virus. Supports positive living, advocacy training, communication and counseling.  |
|    |                   | CARE International                     | Contributed K300,000 for food, 4 balls, 2 whistles, 3 drains, 2 trunks of learning materials and gave out t-shirts during the African Child Day.   |
| 3. | Chibombo District | PLAN                                   | Gave different types of support in different areas to a total of twenty five centers<br>Supported building of learning shelters of good quality using local materials at Early Bird, Pakuma, Kapiri, Agro, Chikonkomene, Chempausha, Shamakulika, Maala, Lombwa (9 centers). |
| 4. | Chowa area        | PLAN                                   | Has been operating in 8 centers i.e. Machiko, Chowa, Milandu, Lupile, Mumena, Chipala, Kapasho and Kalundu in the area of HIV/AIDS sensitization, advocacy and promoting HIV/AIDS positive living through encouraging mentors in the area to go for VCT.                     |
| 5. | Malombwe area     | PLAN                                   | Supported capacity building programs for CPC and care-givers in organization, management and self reliance in (3 centers) - Chikankata, Mukamwanje and Mananomba.  |
| 6. | Mukalashi area    | PLAN                                   | Supplied a variety of materials such as play equipment and art materials. Provided latrines, water, and infrastructure development using locally available resources at Kamimbya, Chibombo and Satanda (3 centers).  |
| 7. | Kampekete area    | PLAN                                   | Supported two centers, Daiman and Mbwate in training the mentors and   |

|     |                |      |   |
|-----|----------------|------|---|
|     |                |      | Zonal In Service Coordinator and provided them with some radios for lessons.  |
| 8.  | Mukalashi area | PLAN | Supplied a variety of materials such as play equipment and art materials. Provided latrines, water, and infrastructure development using locally available resources. at Kamimbya, Chibombo and Satanda (3 centers),          |
| 9.  | Kampekete area | PLAN | Supported two (2 centers), Daiman and Mbwate in training the mentors and zonal In Service Coordinator and provided them with some radios for lessons.   |
| 10. | Chowa area,    | PLAN | Has been encouraging mentors to go for VCT.   |
| 11. | Mukalashi area | PLAN | Supplied a variety of materials such as play equipment and art materials. Plan also provided latrines, water, and infrastructure development using locally available resources at Kamimbya, Chibombo and Satanda (3 centers), |
| 12. | Kampekete area | PLAN | Supported two (2 centers), Daiman and Mbwate in training the mentors and Zonal In Service Coordinator and provided them with some radios for lessons.   |
| 13. | Chowa area     | PLAN | Has been encouraging mentors to go for VCT.   |

### Western Province

On 13<sup>th</sup> October 2006, Coillard IRI Center was visited by two officials from the United States of America who were in Mongu on a familiarization tour of the radio station and were accompanied by the Director of Radio Liseli, Father Victor Mwansa and the producer, Mr. Roy Habalu. The visitors wanted to see a practical class of Learning at Taonga Market Programme. The visitors were afforded the chance of observing a lesson during their visit and were impressed with the way the lessons were conducted.

### Luapula Province

Chibalala BP in Mansa donated 40 exercise book and 40 pencils for learners in IRI centers. .

Community development in Nchelenge District donated clothes for learners in IRI Centers.

### **Northwestern Province**

For the first time, potential partners have finally been found in this province for 2007 and possibly beyond.

Community Response to AIDS (CRAIDS) has agreed to fund HIV/AIDS activities for people living with HIV/AIDS (PLWHA). However, there is need to write a proposal which will clearly spell out specific initiatives to be supported and this proposal should be attached to the request made to CRAIDS.

World Vision is willing to provide learning and teaching materials including desks and financial support for Income Generating Activities (IGAs) during 2007.

Solwezi General Hospital ART Clinic has agreed to partner in the area of “Taonga Cares” initiative by providing VCT and treatment for mentors.

### **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 and Ndola, World Vision and Solwezi ART Clinic expressed interest in supporting "Taonga Cares".

### **3.2.6 Small Grant Scheme**

During this quarter the first installment of the grants was sent to 41 centers, after they had signed the letter of agreement and been trained in managing their finances. This will enable the communities to start their projects by January 2007 and complete them by the end of June 2007. During the coming quarter, the POCS and MOE will conduct an extensive monitoring exercise to see what progress the centers are making towards the achievement of their second milestone and give advice to those that have gone astray.

It was agreed that the grants available under the FTI funds in 2007 would be allocated to the five provinces, Western, Northwestern, Luapula, Northern and Eastern, since CHANGES2 is offering grants in the other four provinces for which communities can apply. The four vehicles purchased with FTI funds will be allocated to the POCs in four of these five provinces so that they can monitor the grants.

### **3.3 Community Radio Stations**

#### **3.3.1 Introduction**

The year for community radio ended on a positive note as the procedures laid down at the beginning of the year worked. In Eastern and Southern provinces, communities participated in the running of the LTM, giving necessary support to their centers. The preparations for QUESTT's community radio project close out went on smoothly without incident.

The radio stations and the CRP's integration to support IRI helped expand the setting up of IRI centers and engaged the community in finding solutions to many challenges faced of taking care of LTM centers and their mentors. To help the community understand the Government's role in making sure that each child of school going age is catered for, Ministry officials and Provincial Outreach Coordinators featured on the radio to discuss issues that are not understood by the local community. Some of the issues raised by community members were:

- Why are they still being asked to support mentors when there has been a pronouncement of free education?
- Why were some centers left out on grants?
- What has MOE and QUESTT put in place to sustain these schools?
- Some of the community schools have been turned into Government schools. What is the future for these untrained teachers?

The partnership with the radio stations has helped to cater for the older Grade 1 learners and adult learners who are usually shy to share classes with younger persons.

#### **3.3.2 LTM Rebroadcasts**

The following stations successfully broadcast LTM radio lessons as well as promotional messages.

1. Chikuni: Grades 1, 3, 5, 6 and a special class for grade 7
2. Chikaya: Grades 1, 2, 3
3. Mazabuka: Grades 1, 2, 3
4. Liseli: Grades 1, 2
5. Maria: Grades 1, 2
6. Icengelo: Drama

Each radio station was involved in activities to enhance enrolment and support for centers.

### **3.3.3 Programming**

The programs were unique as each station tried to involve more members of the community by visiting and profiling centers in the typical rural outskirts reaching out to communities usually cut off.

- Icengelo went out and brought stories of sexually abused children and how this affects their education. Two teenage girls shared the story on how they were abused by relatives and strangers (documentary available).
- Chikuni has continued to empower communities with farming and infrastructure. This venture is limited within Chikuni catchment area.
- Chikaya being the people's station has played a vital role in mobilizing support in the Lundazi district for the IRI centers.
- Maria engaged the Ministry of Education and the provincial outreach coordinators to sensitize the community on the importance of education. This led to an area MP responding on the radio.
- Liseli interviewed other stakeholders like PCI, WFP and academics
- Mazabuka was off the air for close to a month and achieved nothing during the quarter

#### **a. Center visits and profiles**

More than 60 centers and communities were visited, mostly in places cut off and hard to reach.

#### **b. Listener feed back**

Feedback was received by the stations through walk in, phone in and letter writing.

- In Western Province, producers went out to get listeners views and discovered that people responded to the programs more when they were broadcast in the local language. This was the same with all the partner stations
- Village headmen have indicated their support for LTM during interviews at Mazabuka, Chikaya, Chikuni stations.
- Income generating activities received the most attention as people wanted to find out how to sustain centers. Area MP for Chipangali called for communities to be empowered with knowledge so that they can stand on their own when donors pull out
- At Radio Icengelo, three mothers whose children had been sexually abused narrated the children's ordeal. This was after a drama on child abuse was broadcast. The mothers who came to the radio station were later referred to Riverside police station.

#### **c. Successes**

- The church has continued to play a pivotal role in supporting community schools. In Kitwe, Christ Hope International is building a 1x2 classroom block at Harmony. Garneton Community School with the help of a Catholic congregation, Franciscan Friars, is building a 1x4 science laboratory in Kitwe.

- In Chikuni the building project at Nakabwe and Kalisowe is continuing. Some building materials were bought and taken to these two centers to start building the school. The foundations have been laid at both centers. Sports activities have been reintroduced at Taonga Centers by providing some balls. Games have not been practiced for a long time now because the centers could not afford to buy more balls after the first ones were finished.
- Chikuni Radio Taonga Coordinating Team has also increased the number of Taonga centers with Agro forestry projects from five to ten. The following are the new centers: Kayola, Kanchomba, Chipembele, Chona, and Sintemba. Kasikili, Cheelo, Sikabenga, Kalisowe and Nakabwe remain the first centers to start Agro-forestry projects.
- The acquisition of the new 500 watts transmitter by Chikuni radio station has increased transmission coverage. The result of this has been that radio reception has significantly improved in most centers that were experiencing radio reception problems in the past.
- In Chikuni, 56 learners sat for grade 7 exams and all except 7 qualified to go to Grade 8
- The feeding program in Chikuni boosted the attendance of learners and plans are underway to produce a program to teach learners how to prepare simple meals
- Village headmen are in the forefront mobilizing community members to give support
- Area member of parliament of Chipangali, Vincent Mwale has commended the educational programs and has embarked on sensitizing village headmen and people in his constituency

#### **d. Challenges**

- The problem of mentors leaving the centers to look for employment has continued. At Mugala in Kitwe, two mentors left leaving the center with three mentors and at Ipusukilo Community School three mentors left leaving the center with four mentors. One reason cited as the cause was that the Ministry of Education did not send monthly grants to the community schools to pay mentors
- Another challenge that has become apparent is that parents and guardians are not encouraging their children to go to the center everyday. Some parents and guardians do not monitor their children and ensure that they go to school and progress in their work
- The lack of classrooms in which to conduct lessons has also persisted
- Breakdown of equipment has had a negative impact on programming. The transmitters at Radio Chikaya and Radio Mazabuka were burnt out

#### **e. New Radio Stations for 2007**

From November to December, community radio stations in Lusaka, Solwezi, Mansa, Kasama and Kabwe were approached. At the meetings held with them, we found that the stations were keen to start working with QUESTT/MOE. The stations are:

- Yangeni - Mansa
- Mano - Kasama
- Friends Committed to Caring - Solwezi

- Yatsani – Lusaka
- Maranatha – Kabwe

## **f. Conclusion**

The marriage between community radio and the IRI program seems almost pre-ordained. By its very nature IRI programs are community centers designed to be organized, run and supported by local communities. Communities must first demonstrate a desire to participate in the program by expressing an interest, identifying a teaching area, ensuring minimum number of interested students, ensuring the support of parents and identifying and supporting a qualified mentor. The burden placed on the community demands that IRI program engage in a vigorous outreach and education process.

In an effort to ensure sustainability and in the spirit of recent attempts to de-centralize the Zambian education system, IRI programs have developed close relationships with provincial and district education officers responsible for the functioning of the program in their areas. Project sponsored POCs help to supervise the IRI centers within the provinces. Their work however has been hampered by inherent weaknesses within the Ministry at many levels. One clear example is the lack of transport for those responsible for the outreach and supervision of the IRI centers.

Long distances, with little opportunity for regular visits and with little or no opportunity for communities to ask questions and present problems have often left communities to their own devices. Under this environment, even minor problems can lead to classroom disruption and confusion. Major problems including poor reception, broken radios, scheduling confusions and dissatisfied or ill mentors are not readily or quickly picked up by provincial and district supervisors.

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

While community radio cannot respond to all these problems associated with the implementation of such a complicated and broad national education program, a well planned community radio intervention can indeed go a long way to alleviate some of the many frustrations that have been identified at existing IRI centers.

As a catalyst to change, it is quite clear that community radio has a key role to play in helping to improve existing centers, helping communities to a better understanding of their role in the functioning of the centers, adapting program schedules to meet the needs of communities, and promoting center expansion in a controlled fashion to respond to desires and needs of communities. Community radio stations also help to promote the IRI program, maintain local interest, express

problem areas on behalf of the communities and relay essential messages both from and to DODE, QUESTT, local education officials and the MOE headquarters.

### **3.3.4 Community Radio Project**

Activities for October were mainly occupied with the preparations for the Community Radio Project close out. Some tasks included;

- Preparing inventory
- List of items to be shared between the two radio stations
- Preparing produced programs, and other project files
- Final packaging and hand over ceremony

#### **Handover Ceremony 3<sup>rd</sup> November 2006**

The handover ceremony was attended by the partner stations, HIV/AIDS Coordinator/Advisor in the permanent secretary's office who was master of ceremonies, Catholic Village Service Center, ZANIS, EPWDA, FERN Engineering, QUESTT representatives from Lusaka and Chipata and some listening groups' representatives. The Ministry of Education was invited but failed to turn up as they were attending to other ministerial duties.

In a speech of appreciation, both Radio Breeze and Radio Chikaya thanked QUESTT for the good working relationship that they had and that QUESTT helped reach out to villages which the stations would have not managed to reach because of lack of transport and other logistics.

Both radio stations pledged to continue the program and make use of the donated equipment to promote other community development programs in the province. Speaking on behalf of the QUESTT COP, the M&E Coordinator, Jasper Hatwiinda, said the partnership with community radio stations had resulted in Eastern Province leading in the number of learners and the establishment of centers for the year 2006. He added that this was an indication of how community radio stations can help communities organize themselves and work towards a certain goal.

### **3.4 IRI in Government Schools**

The approval of Fast Track Initiative funds in late October led to an intensive period of work in rolling out Learning at Taonga Market to GRZ and community schools. QUESTT coordinated the training of trainers in LTM. By the end of the quarter, the roll-out was progressing on time and within budget: sensitization and training of trainers was completed within budget and the district trainers were preparing to train teachers. It is anticipated that the target of 4,000 teachers will be exceeded as some districts are supplementing the FTI funds to train additional teachers and other districts have found that they can train more than the target number within the given budget.

The thrust of this quarter's activities was to roll out LTM to 4,000 teachers countrywide, consisting of 2,600 Grade 1 GRZ teachers and 1,400 Grade 1-4 teachers in community schools. QUESTT coordinated sensitization, training of trainers and distribution of materials.

#### **3.4.1 Sensitization**

During this quarter consultative meetings were held between DODE and the QUESTT project on the roll out of plans for LTM to GRZ and Community Schools. On November 20, Top Management of MOE approved the plans for the roll out of the program. From November 27 to December 1, sensitization meetings for provincial and district officials were conducted at all nine provincial headquarters. Members of the Implementation Committee drawn from DODE, CDC, Standards, TED and the QUESTT project drew up guidelines for sensitization. The implementation committee members also conducted the sensitization meetings in provinces. A total of 243 officers were sensitized on the roll out of LTM (216 district officials and 27 provincial officials).

#### **3.4.2 Training of National Trainers**

From December 4 to 7, Teacher Education conducted training in IRI methodology at Pre-Cem Motel for 49 National Trainers drawn from all nine provinces. A supplement to the existing IRI training manual was developed for the trainers, incorporating additional sessions to demonstrate how IRI broadcasts could be fitted into the existing timetable.

#### **3.4.3 Training of District Trainers**

From December 11 to 14, 360 District Trainers and nine PRCCs (Basic) were trained in IRI methodology at all the nine provincial centers.

#### **3.4.4 Training of Grade 1 teachers**

After the training of 49 National trainers in Lusaka and the training of 360 District trainers in provinces, the funds that were available allowed training for 4,000 teachers. However, districts were asked to include head teachers, Zone In-service

Providers and more teachers if the budget allowed depending on the costs in their locality. Some districts had Grade 1 teachers and ZICs already trained in IRI methodology while some schools may not have good radio reception and districts could give room to the training of ZICs and head teachers.

### **3.4.5 Budgets**

Teacher Education developed budgets for training National Trainers in Lusaka and District Trainers in provinces and teachers in districts. Bank account information was collected from provinces and districts. K417,320,000 (US\$86,942) was sent to provinces for training District Trainers. A total of K4,119,300,000 (US\$858,187) was required for training 4,000 teachers by the districts.

On December 28 and 29, funds were transferred to all 72 district accounts for the first block of training teachers. Funds for the subsequent blocks of training will be transferred to district accounts on a weekly basis in January.

### **3.4.6 Materials for roll out of LTM**

Teacher Education working with DODE, TED, Standards and EBS developed a supplementary training manual for additional sessions on LTM and a training program for teachers in conventional schools. A brochure for sensitization on LTM was also produced. A distribution schedule for mentors' guides and posters for provincial and district training was also drawn up.

The following are the materials that were distributed for the national, provincial and district trainings:

- 2,500 brochures for sensitization on LTM
- 430 LTM Training Manuals and 430 supplementary manuals were distributed for both the National trainers and District Trainers.
- 09 MP3 players were handed to nine provinces during the national training for training District Trainers; 63 MP3 players were despatched by courier to provincial training centers for distribution to districts (Total: 72)
- 2,000 mentors guides for Grades 1-4 Community Schools were sent to Western (312), North Western (92), Northern (620), Luapula (284), Eastern (488) and Lusaka (204). Five hundred Grade 1 Literacy posters were distributed to accompany the Grade 1 mentors guides.
- The remaining 11,500 mentors guides and 4,332 Grade 1 Literacy Posters were being printed at Horizon Publishers and would be ready early in January.
- Eight thousand radios are expected in February 2007.

### **3.5 Achievement testing**

#### **3.5.1 Achievement testing in 2005**

The report on testing Grade 1 learners in IRI centers and community schools in 2005 was completed.

#### **3.5.2 Achievement testing 2006**

During this quarter, QUESTT worked with a Steering Committee and a Test Development Committee to finalize plans for evaluating the impact of LTM at Grades 2 and 3. The Steering Committee developed the overall evaluation plans, including the types of data to be collected, sampling plans, and the composition of test administration teams. The Test Development Committee completed the development of Grade 2 and 3 tests. The Grade 2 test was administered at both GRZ and community schools, while the Grade 3 test was administered only at community schools. Details of these activities follow.

On October 13, twelve members of the Ministry of Education, QUESTT and UNZA met for the third Steering Committee meeting to design the evaluation of IRI at Grades 2 and 3 in 2006. The evaluation plans and the sampling plans were received a final time and approved. The committee also reviewed and approved the questionnaire for teachers and mentors, the guidelines for test administration and the membership of the assessment teams.

From October 21 to 24 a training workshop was held at Capital Hotel for test administrators for evaluation of Grades 2 and 3 learners. The test administrators were drawn from the POCs, the SEOs-ODL, SESOs-ODL, DRCCs and ESOs-ODL. Participants at the training reviewed evaluation plans, guidelines for test administrators and information about sampled learners, reviewed Grade 2 Mathematics, Zambian language and English tests, reviewed the Grade 3 Mathematics, English, Science and Social Studies tests and the questionnaires for teachers and mentors.

The assessment of learners in community schools began on October 25 and ended on November 11, while the testing in GRZ schools was conducted from November 13 to 25. Twenty test administrators were involved in the testing in IRI Centers and community schools in Central, Copperbelt, Eastern, Lusaka and Western provinces. Sixteen test administrators administered tests in Central, Copperbelt, and Lusaka and Northwestern provinces in GRZ schools.

Three groups of learners were 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.

The table below indicates the learners tested:

| Grade 2                   | Learners tested |             | Total       |
|---------------------------|-----------------|-------------|-------------|
|                           | Male            | Female      |             |
| IRI centers               | 270             | 269         | 539         |
| IRI Community Schools     | 52              | 51          | 103         |
| Control Community Schools | 121             | 123         | 244         |
| IRI GRZ schools           | 178             | 196         | 374         |
| GRZ control schools       | 105             | 105         | 210         |
| <b>Sub Total</b>          | <b>726</b>      | <b>744</b>  | <b>1470</b> |
| <b>Grade 3</b>            |                 |             |             |
| IRI centers               | 137             | 143         | 280         |
| IRI Community schools     | 167             | 141         | 308         |
| Control Community school  | 78              | 76          | 154         |
| <b>Sub Total</b>          | <b>382</b>      | <b>360</b>  | <b>742</b>  |
| <b>Total</b>              | <b>1108</b>     | <b>1104</b> | <b>2212</b> |

QUESTT M&E completed entering test scores for both Grade 2 and Grade 3 learners tested. Under the direction of Dr Kathleen Letshabo, M&E Specialist, who visited the project from December 11 to 17, the data analyst further worked on merging information from mentors and teachers with that of learners to enable outcome variables to be linked to possible explanatory factors. She requested the merging of Grade 2 data files from both the IRI and community schools and government schools to facilitate reporting for the Grade level as a whole, and determined the tables to be drawn up. Data analysis and report writing will be completed in the next quarter.

### 3.5.3 National Assessment 2006

A national assessment of Grade 5 learners was conducted in September and October and 40 IRI centers were 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 National Assessment Coordinator reported that a number of the centers selected did not have Grade 5 classes in 2006, and so could not be included in the test. The results of the National Assessment will be published in 2007.

### **3.6 Teacher education**

During this quarter, QUESTT continued to make progress on African Education Initiative activities. Teacher Education coordinated the evaluation of the cell phone pilot and met with members of MOE to conclude the pilot. Although the use of cell phones will not be rolled out as piloted, MOE has decided to work with Celtel to redesign the use of cell phones and conduct another pilot. The *Fastele! Fastele!* radio program was evaluated by holding focus group discussions. Based on the findings of these discussions, MOE decided to rebroadcast the first 26 episodes at the beginning of 2007 and create 26 new episodes for the second half of 2007. Progress continued on *Sample Science Lessons* as the six sample lessons were filmed and Full-Blown Productions was awarded the tender for editing the film.

#### **3.6.1 Cell Phones for Teacher Education**

##### **a. Monitoring**

The Technology Advisor, the Teacher Education Coordinator and a Senior Education Officer from Teacher Education conducted monitoring from October 3 to 7 in Mkushi, Serenje, Mpika and Kasama. . The purpose of the monitoring was to assess the progress that the pilot had made since the last monitoring in July. Secondly, the monitoring was a preparatory stage for the final evaluation of the pilot by MOE officials. 34 officers were interviewed out of 58 officers targeted. The categories of officers interviewed were twelve ZATEC students, eight TRCCs, eleven lecturers and three sales representatives.

The findings were that the phone guardians had held at least two group meetings and the sale of scratch cards was progressing well at all institutions. In addition, students used the phones to call lecturers on personal phones.

The challenges were that the FCTs were not fully utilized because the fax and e-mail were not working; only the voice facility was working. Celtel was charging a monthly access fee of US\$35 per month, an excessive amount for the institutions. In addition, the PTDDL students who were supposed to benefit from the cell phone facilities at TRCs had not yet begun the PTDDL course.

QUESTT paid the outstanding bills on the FCTs and had the accounts closed. It was recommended that FCTs be replaced by mobile cell phones in the future.

##### **b. Evaluation**

From October 9 to 13, Georgina Hamaimbo and Peter Kasaji of the Evaluation and Research Section of the Curriculum Center interviewed participants in the cell phone pilot to evaluate the program. They followed terms of reference that were approved by Teacher Education and Ministry of Education Top Management and interviewed 45 officers. The draft evaluation report was distributed to members of TED, Celtel, VVOB and QUESTT for comments.

The final evaluation report was submitted to QUESTT on November 10 and copies of the report were distributed to members of TED and Celtel.

On December 21, a meeting chaired by Mr. Kaulule (CEO, TED) was held between TED and QUESTT to discuss the outcome of the evaluation report on the cell phone pilot.

TED observed that the pilot had not been successful because of the fixed charge of US\$35 per month by Celtel. Secondly, the FCTs did not work as expected on voice, e-mail and fax. Thirdly, PTDDL students had not been enrolled to see how they would utilize the facilities to communicate with satellite colleges and NISTCOL. Fourthly, ZATEC students communicated with lecturers more on personal phones than on the cell phones that had been provided during the pilot.

However, TED suggested that the partnership with MOE and Celtel should continue. Another pilot should be conducted in 2007 that should consider the observations cited in the evaluation report so that the pilot could be improved before considering the roll out. Therefore, TED should work with the QUESTT project to re-design the use of the cell phones.

In view of the above observations, TED concluded that there was no need to present the evaluation report to Top Management until the second phase of the pilot had been conducted.

### **3.6.2 *Fastele! Fastele!* radio program for teachers**

During this quarter, the programs continued to run smoothly and on schedule on Radio 2 on Thursday at 19:15 hours and Sunday at 18:15 hours. By the end of December, all 26 of the programs had been broadcast. Listener participation was limited: 29 answers to the quiz questions had been received and only 1 lesson plan was submitted in response to the science lesson plan competition. The lesson plan was sent by Mpelembe Basic School in Serenje.

#### **a. Evaluation**

Meetings for the post evaluation of the radio program were held with DRCCs and teachers. In Lusaka the meeting was held on November 1, and in Kabwe the meeting was held on November 3 at the Provincial Resource Centers. The evaluation focused on assessing the impact of the *Fastele! Fastele!* radio broadcasts among teachers. Views were collected from the teachers and DRCCs who were present at the meetings. Post evaluation forms were given to 10 DRCCs so that they could interview the teachers that were interviewed at the start of the program as a way of finding out how much they had so far benefited from the radio broadcasts. The forms that were collected from DRCCs have been submitted to M&E for compilation of data on teachers' views.

However, the general view was that although the *Fastele! Fastele!* was important and beneficial to both GRZ and Community school teachers, very few teachers had

listened to the broadcasts due to the unsuitable time of the broadcasts and lack of sensitization. It was also suggested that new programs should include information relevant to PTDDL, community schools and management issues.

On November 21 a meeting was held with members of TED. At the meeting it was agreed that the 26 radio programs that were running in 2006 should be repeated from January to June 2007. This should be done with vigorous sensitization and publicity to the teachers. It was also agreed that new programs should include PTDDL topics for students. Dates for the design workshop for new programs were set for January 8 to 10, 2007.

On December 12, Teacher Education held a meeting with TED to agree on plans for designing the new *Fastele! Fastele!* radio programs that would run from June to December 2007. A list of 21 participants was agreed upon and invitation letters were prepared for the workshop to be held in January 2007.

### **3.6.3 Sample science lessons for grades 5 to 7**

From October 10 to 12, the Technology Advisor and Teacher Education Advisor and Coordinator filmed six sample science lessons at Kabulonga, Kabanana and Muleya Basic Schools.

The selection of a studio to finalize the science video was made in November and Full Blown Productions, Hickey Studios and Mwams Prographics submitted bids for the work. Full Blown Productions were offered the job.

QUESTT finalized the script for the video. Simon Richmond recorded Francis Sampa's narration of the introductory speech at PDP. Miriam Shakafuswa's narration of the main script will be recorded in January. QUESTT project has been waiting for a date for filming the Permanent Secretary giving the general introduction to the film.

Once completed, the films will be distributed with science manuals to schools, Teacher Resource Centers and Colleges of Education. The main obstacle to completing this project is getting funds for printing the manual of Sample Science Lessons. MOE is seeking funding from ADB and JICA, but it is not certain if or when the funding will be secured.

### **3.7 Monitoring and evaluation**

#### **3.7.1 Overall 2006 IRI Enrolment Results**

The final preparation of the 2006 IRI statistical bulletin was faced with challenges as a result of the IRI database crashing several times during data entry throughout the year. The main reason for the database problems was the increase in the number of learners entered. The learner data which involves entering names of the learners expanded the database. The database developer indicated that including of learner names was making the Ms Access database dysfunctional.

To lessen database problem, IRI Enrolment data will in future be collected in summaries of enrolment data for each school and will not include details of the names of all the learners. A new IRI enrolment form has been developed to collect summary enrolment data from both IRI community schools and GRZ schools using IRI.

Using the backup manual counting of IRI Schools and learners, QUESTT M&E successfully completed counting all the IRI schools and learners manually in the Excel spreadsheet. In summary the results in the 2006 IRI Enrolment manual counting show the following:

- a) More IRI schools and types continued to use IRI in 2006
- b) New IRI centers and Community schools started to use IRI in 2006.
- c) IRI schools re-opened and started to use IRI in 2006.
- d) A steady increase in the number of IRI learners with a continued balanced gender distribution.
- e) The IRI program continues to be accessed as a nation wide program
- f) The IRI program continues to be reached by orphans and vulnerable children
- g) The IRI program is also used by adult learners
- h) The number of mentors and teachers teaching IRI continues to grow.

During the quarter, draft summaries of IRI Schools by type, IRI learners by gender and grade and IRI mentors by gender were distributed to all QUESTT staff in Lusaka and POCs for verification. A data verification process was completed during the POC planning meeting held in December.

This report contains detailed statistics on IRI centers, learners and mentors will be finalized early 2007 and distributed to all major IRI stakeholders.

The key results of the 2006 enrolment data analysis from the Excel manual counting indicate an overall improvement in all aspects of LTM programming.

The key results from the 2006 IRI enrolment manual count are presented below. More details will be available in the final report.

### 3.7.2 IRI Schools

Preliminary results of the 2006 IRI enrolment data show that 1009 IRI schools have been registered with a total of 80,556 IRI learners, representing an increase of 18 percent and 43 percent respectively when compared to 2005 enrolment figures

Centers and learners in 9 provinces

| Province  | Actual Districts (2005) | Districts data (September 2006) | No. of centers (Centers in 2005) | No. of 2005 and other old centers that submitted data by September 2006 | % of 2005 centers 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   | 84%   | 49  | 160   | 13,243  |
| Copperbelt  | 10                      | 6                               | 106                              | 49  | 46%   | 11  | 60  | 3,684   |
| Eastern   | 8                       | 7                               | 155                              | 132   | 85%   | 74  | 206   | 17,188  |
| Luapula   | 7                       | 7                               | 38                               | 49  | 129%  | 6   | 55  | 2,931   |
| Lusaka  | 4                       | 4                               | 151                              | 96  | 64%   | 40  | 136   | 14,446  |
| Northern  | 9                       | 9                               | 107                              | 78  | 73%   | 26  | 104   | 8,602   |
| North Western   | 7                       | 7                               | 37                               | 45  | 122%  | 36  | 81  | 7,176   |
| Southern  | 7                       | 9                               | 76                               | 106   | 139%  | 14  | 120   | 8,371   |
| Western   | 5                       | 6                               | 55                               | 63  | 115%  | 24  | 87  | 4,915   |
| <b>Total</b>  | <b>63</b>               | <b>58</b>                       | <b>857</b>                       | <b>729</b>  | <b>85%</b>  | <b>280</b>                                      | <b>1009</b>   | <b>80,556</b>   |
| <b>2006 Target IRI centers and Community Schools</b>  |                         |                                 |                                  |   |   |   |   | <b>1100</b>   |
| <b>% of progress towards 2006 Target IRI centers</b>  |                         |                                 |                                  |   |   |   |   | <b>92%</b>  |
| <b>2006 Target IRI learners</b>                       |                         |                                 |                                  |   |   |   |   | <b>84,034</b>   |
| <b>% of progress towards 2006 Target IRI learners</b> |                         |                                 |                                  |   |   |   |   | <b>96%</b>  |

This result shows that 92% of the target of 1100 IRI schools for 2006 was achieved and 96% of the target of 84,034 learners. It is believed that several centers on the Copperbelt and Lusaka were under-reported for various reasons. Copperbelt only managed to register 46% of the 2005 centers while Lusaka recorded only 64%, and no returns were received from four districts on the Copperbelt.

A compilation of the number of IRI centers and Community schools using IRI shows that out of the 1009 registered IRI centers this year, a total of 512 are community schools using IRI and 497 are IRI centers. In 2006 more community schools adopted IRI methodologies in their schools when compared to IRI centers.

### 3.7.3 IRI Enrolment by grade and gender

A total of 85,556 IRI learners were registered in 2006 with a slight majority of girls as can be seen in the table below. The majority (43 percent) of the learners are in Grade

1 classes with 23 percent, 15 percent, 9 percent, 6 percent and 4 percent in Grade 2, Grade 3, Grade 4, Grade 5 and Grade 6 respectively.

| Province           | G1           |              | G2           |             | G3          |             | G4          |             | G5          |             | G6          |             |
|--------------------|--------------|--------------|--------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
|                    | F            | M            | F            | M           | F           | M           | F           | M           | F           | M           | F           | M           |
| Central            | 2568         | 2426         | 1479         | 1466        | 1141        | 1123        | 751         | 767         | 471         | 539         | 239         | 273         |
| Luapula            | 550          | 604          | 361          | 366         | 232         | 223         | 98          | 121         | 123         | 130         | 54          | 69          |
| Southern           | 2382         | 2292         | 846          | 802         | 451         | 524         | 231         | 214         | 226         | 253         | 79          | 71          |
| Eastern            | 4756         | 4466         | 2000         | 1874        | 1005        | 1076        | 539         | 563         | 276         | 321         | 111         | 201         |
| Lusaka             | 2115         | 2010         | 1681         | 1693        | 1371        | 1398        | 1070        | 1022        | 587         | 622         | 402         | 475         |
| Northern           | 1876         | 1845         | 1061         | 1133        | 636         | 691         | 309         | 404         | 142         | 220         | 121         | 164         |
| Copperbelt         | 658          | 647          | 481          | 472         | 347         | 374         | 222         | 250         | 57          | 98          | 28          | 50          |
| NorthWestern       | 1619         | 1501         | 770          | 770         | 509         | 504         | 328         | 364         | 239         | 226         | 183         | 163         |
| Western            | 1211         | 1203         | 1470         | 296         | 201         | 289         | 57          | 50          | 48          | 21          | 29          | 40          |
| <b>Grand Total</b> | <b>17735</b> | <b>16994</b> | <b>10149</b> | <b>8872</b> | <b>5893</b> | <b>6202</b> | <b>3605</b> | <b>3755</b> | <b>2169</b> | <b>2430</b> | <b>1246</b> | <b>1506</b> |

These figures show a considerable increase in all Grades except Grade 5, where the numbers are lower as a result of no Grade 4 programs being broadcast in 2005. Particularly encouraging is the increase in the number of Grade 3 learners, which exceeds the number of Grade 2 learners in 2005. The number of Grade 2 learners was less than 40% of the Grade 1 learners in 2005, whereas in 2006 the number is over 50%. This indicates an increasing demand for IRI in the higher grades and not just in Grade 1.

Comparison of 2005 and 2006 numbers

|      | Grade 1 | Grade 2 | Grade 3 | Grade 4       | Grade 5 | Grade 6     |
|------|---------|---------|---------|---------------|---------|-------------|
| 2005 | 28,904  | 11,532  | 10,109  | No broadcasts | 5237    | No programs |
| 2006 | 34,729  | 19,021  | 12,095  | 7360          | 4599    | 2752        |

### 3.7.4 IRI Teachers

In 2006 a total 2,247 mentors in the 1009 IRI centers were registered which on average gives a teacher per school ratio of 2.2 and learners per teacher ratio of 38. In 2005 the teacher per school ratio was 2.1 and learners per teacher ratio was 31.

The teacher per school ratio varies significantly from 1.4 in Luapula province to 3.2 in Lusaka province. Between provinces Western province has the lowest ratio with 28 learners per teacher and Northwestern province has the highest with 51 learners per teacher, although this is an improvement for Northwestern province compared to 59 learners per teacher in 2005.

There were a total of 1,322 male mentors and 925 female mentors. Only in Lusaka province was there a majority of female teachers. In Northern, North-Western and Luapula provinces the data indicates a dominance of male mentors of 77 percent, 80 percent and 76 percent respectively.

### **3.7.5 M & E Plan**

During the quarter USAID conducted an audit of the QUESTT M&E plan. The audit resulted into QUESTT working on the M&E plan with the assistance of EDC TA in order to make the system more responsive to reporting the project results and impact.

Key impact indicators which QUESTT will track annually were highlighted. The evaluation of the QUESTT M&E also assisted the project to align the project indicators to the USAID Global indicators.

Additionally, the evaluation accommodated the monitoring and impact reporting of the Fast Track Initiative funds for 2007.

### **3.7.6 Support to POCs in provinces**

During the quarter, QUESTT M&E improved the Enrolment data collection form and gave an orientation on the new form to the POCs and national trainers for the IRI roll-out. The IRI Schools monitoring questionnaire for community schools and IRI centers had slight improvements. The questionnaire was also shared with the POCs.

The IRI in GRZ school monitoring questionnaire was shared with the POCs and the national trainers in the IRI roll-out. The IRI in GRZ monitoring questionnaire was adapted from the questionnaire used to monitor IRI pilot GRZ schools in 2005 and 2006.

During the quarter the POC reporting format was improved to accommodate Grade 7 IRI classes reporting on materials distributed and the number of mentors and learners.

## 4. Special events

Shirley Erves, Senior Regional Policy Advisor USAID Nairobi, paid a visit to the project on October 4 to discuss M&E plans.

Joe Kitts, Senior Education Officer USAID Washington, paid a visit to the project on 9 October and visited a community school using IRI in Livingstone on October 12.

Kent Noel, EDC Regional Director for Anglophone Africa, visited from October 24 to 31 to review the M&E plans.

James O'Rourke, Technical Advisor with EDC Links project in Guinea, visited from November 24 to December 15 to start work on some FTI teacher training activities and to assess his suitability for a contract.

Sera Kariuki, Project Director in Washington, visited from December 1 to 8 to review and plan outreach activities.

Lisa Hartenberger, EDC community radio advisor, visited from December 5 2006 to January 20, 2007, to review and plan community radio activities.

Kathleen Letshabo, EDC evaluation advisor, visited from December 11 to 17 to work on the evaluation data on Grades 2 and 3 and to advise on the evaluation of FTI activities.

## 5. Success stories

### THE STORY OF LADDO

When Wisdom Mulefu - known to everyone as Laddo - was 15 years old, he was too old to enroll in Government Schools. So instead, he decided to try educating himself at Sinu, an area community school which uses Interactive Radio Instruction (IRI). An orphan who has lost both parents, Laddo completed Grade 5 and transferred to Nakatete Basic School, enrolling in Grade 6.

To be accepted at the Government School, Laddo needed the recommendation of the Sinu Community School Coordinator. Laddo managed to secure the recommendation but was nervous, because he had spoken to the Government School Head Teacher on two previous occasions, and both times had failed to secure enrolment at the Government School. He was asked to pay K25,000 to be registered into the new school, and his sister helped him with the fee.

Laddo's difficulties did not end with his enrolment in the Government School. Entering Grade 6, he found his other classmates had already been tested in two out

the six subjects of the end of term tests. Asked to recount his first days at the Government School, Laddo said he was happy to be at the new school and was particularly happy to be able to wear the school uniform, which he had admired while at the community school. He remembers that some of the learners at the Government School were not close to him in the first two months. However, other learners included him in their study groups when they noticed during assessments that despite his disadvantaged education, Laddo could keep up in the classroom. "I started passing better than them. Now most of learners at Nakatete are my friends and I play with them," he said.

Laddo insists that there is no particular difference between the teachers at the Community School and the Government School where he currently learns. He adds: "They are all the same, it depends on the learners."

Laddo remembers the importance of attendance, and the hard lessons he learned when he began Grade 6. He recalls: "I failed Term Two test and I was number 32 out of 50 classmates. I failed because I missed some of the tests." However, he attributes his improvement in class position and on the tests that followed to what he learned at the Community School using IRI methodology. It gave him a strong foundation, because it was similar to what he learned at the Government School. He also explained that listening to radio assisted him in understanding the subjects better. He did not need to depend on reading alone to learn ideas.

In Grade 6, the class teacher described Wisdom as very ambitious, ready to learn and very determined to learn. He was appointed school prefect because of his good behavior, and later, he proved the teacher right when he scored in the Top Ten of Southern Province pupils tested for admission to Grade 8.

Laddo receives what little financial support his extended family and siblings can give. His family has said they are hopeful to see him reach Grade 12 or even beyond, to University or College. The family takes turns to support Wisdom's school requirements and they are committed to support him because "he is doing well in class". Laddo also receives a scholarship from a private donor, which pays for the uniform and shoes he admired so long ago, as well as books and tuition. The District Education Board Secretary also intends to award him a grant intended for Orphans and Vulnerable Children.

When Laddo was asked what he likes doing most, he said he enjoys going back to his former school to teach lower grades, an activity that is reflective of his commitment to education. It is just such a commitment, together with a unique education, that has brought Laddo educational success.

## **6. Personnel changes**

There were no staff changes during the quarter but the recruitment process for the new posts to be funded with FTI and PEPFAR funds was started and the new staff will take up their posts in January. The new posts filled are: Accountant, Accounts Assistant, Communications Specialist, Grants Coordinator, Data Analyst, OVC Life Skills Coordinator and two radio producers who will be stationed at Radio Maria and Radio Mosi-O-Tunya.

In the meantime, a Recruitment Officer, Ms Margaret Lengwe, and a Procurement Officer, Mr Henry Chiyota, were appointed on a part time basis.

## **APPENDIX A: A SUCCESS STORY ON CELL PHONES**

**By Heidi Joseph, Peace Corps Volunteer in Kalomo District**

### **NEEDS BASED**

Sixty-five kilometers from a paved road and 75 kilometers from the nearest town with running water and electricity lies Jokwe Community School. Located in the bush of Southern Province in Zambia, Jokwe Community School works hard to meet the educational needs of its students. As a community school in Zambia, Jokwe gets very little monetary or material support from the government. The community is expected to raise money or find donors to fund various activities, including building new classrooms, paying teachers, and buying supplies.

Two major needs led Jokwe to use communications technology to support itself. First, Jokwe urgently needed funds to pay its teachers and finance the completion of a new school building. The Jokwe area has faced food shortages, drought, and poor crops for many years, so asking the community for more donations was not feasible. Additionally, the school had tried different IGAs (Income Generating Activities) but had little success. Together, we did activities such as community mapping and seasonal calendars, but the activities did not help us to think of new and innovative IGAs.

Second, Jokwe suddenly found itself with cell phone coverage. However, since very few people could afford cell phones, it needed a reliable, affordable way to utilize the new coverage.

### **SUCCESS AND IMPACT**

In August 2006, I was introduced to a pilot program created by the QUESTT. The pilot entailed giving a community school a cell phone to use as an IGA. Unlike an ordinary cell phone, this cell phone has been formatted by its manufacturer for exclusive use as a pay phone. The pay phone has software that keeps track of the calls made and the money amounts that have been inputted (which provides the community with a way to monitor the project). A customer gives the cell phone "agent" money to make a call, and that amount of money is inputted into the phone. According to the amount of money inputted, the cell phone will allow the customer to talk on the phone for a fixed amount of time. The amount charged per minute is affordable for the villagers, yet high enough for the community to make a profit and have extra money to buy additional talk time for use in the future.

Aware of the financial struggles that Jokwe was facing, I informed them of the pay phone pilot. As a community, Jokwe decided to pilot the project.

Three months into the pilot, Jokwe has had considerable success. In the first three months, the pay phone has brought in a profit of about 250,000 kwacha. This is a higher 3-month profit than any other IGA Jokwe has ever done! This money has been used to help pay teachers, which eases the financial burden placed on parents/guardians (who are expected to donate money for teacher pay).

In addition to educational benefits, the pay phone IGA has improved the general quality of life in the Jokwe area. Jokwe residents can now easily contact relatives and friends all over the world. News of births, deaths, and marriages can be passed on in seconds instead of in weeks or months. By having a reliable phone in Jokwe, people are better-informed, more closely connected to friends and family, and safer in times of illness or injury.

This pay phone project is aiding development in Jokwe because it is moving people in this remote area into the information and communications age. Development depends on reliable communication between individuals, organizations, and companies. With access to a phone, people can obtain information to make informed economic, social, health-related, and educational decisions that will improve their lives and the lives of future generations.

### **SUSTAINABILITY**

Though I introduced the idea of the pay phone to Jokwe, my influence ended there. Once the community members heard about the idea, they chose a pay phone "agent" to sell calls and two "owners" to monitor the project, built a "phone booth," advertised the pay phone to the community and surrounding communities, brainstormed possible uses for any profits, and determined technical details (such as hours of operation) Since the community made all of these decisions and was in charge of the project from the very beginning, the community feels full ownership over the project. This sense of ownership makes it a highly sustainable project that should provide income to the school for many years to come.

Sustainability can already be seen in this project. The residents of Jokwe have done *everything* on their own in relation to this project; this is evidence that the project does not depend on my assistance and will thus last beyond my time at Jokwe. Additionally, the project continued to be successful even when the headteacher (who had been in charge of the project) took leave after the first month. Continued success, even when key players are absent, signals sustainability.

### **INNOVATION**

No other groups have pay phones in this area. It was an unknown idea that has met with success because it began just after cell phone reception came to the area, at a time when very few people had personal cell phones. By starting this pay phone project, Jokwe met the area's demands for communication with the outside world. To people in a remote Zambian village, having reliable, affordable access to a phone is truly a revolutionary idea.

## **SCALE AND ABILITY TO REPLICATE**

This project gives potential communication access to everyone in the Jokwe catchment area, which is the home to roughly 440 people. Additionally, people have come from outside the catchment area to use the phone and benefit from the improved communication. Two teachers have benefited by having a more reliable income, and the 153 students in grades 1-7 have benefited by having teachers who are properly paid.

The success that Jokwe has had with this pay phone IGA can easily be replicated elsewhere. This cell phone that has been formatted as a pay phone is relatively inexpensive (less than 100 USD), and the only other expenses are talk time and a stipend for the person who sells the calls. In remote areas where communication channels are limited and few people have cell phones, a pay phone has the potential to raise a large amount of money with relatively little effort or expense. One obvious hindrance to the universal marketability of this idea is that it can only be used in areas with adequate cell phone network. However, cell phone networks are expanding everyday all over the world, so this hindrance is becoming smaller and smaller.

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We live in a global society where communication is essential and instantaneous: I can e-mail across the Atlantic Ocean, you can SMS from Maine to New Mexico, and a woman in Mozambique can send an instant message through the Kalahari Desert. And now, as a new part of our global communications network, a man in Jokwe can make a phone call from the bush to anywhere in the world.

## APPENDIX B: Intermediate results

### Table A

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

#### SO 6.1 Improved Quality of Basic Education Delivery System

| Related to IR   | Indicator  | Baseline  | Target (by 2007) | Target (by 2009)  | Status         | Date collected |      |
|---|--|---|------------------|-------------------|----------------|----------------|------|
| 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 | a) Number of Learners participating in IRI program (Overall cumulative= IRI GRZ schools +IRI Community schools+ IRI centers) | 2107 (2005)<br><br>26,744 (2005)<br><br>38,513 (2004) | <b>323,000</b>   | 758,146           | <b>80,556</b>  | Dec 2006       |      |
|   | a1) Number of Learners Regular grades [G1-7])  | 38,513 (2004)   | <b>123,000</b>   | 248,146           | <b>80,556</b>  | Dec 2006       |      |
|   | a2) Number of Learners in FTI supported Community. [G1-4]  | 26,744 (2005)   | <b>60,000</b>    | 90,000            | No data        | Dec 2006       |      |
|   | a3) Number of Learners in FTI supported GRZ schools [G1])  | 2107 (2005)   | <b>140,000</b>   | 420,000           | No data        | Dec 2006       |      |
|   | b) The extent to which PDP producers are responsible for the production of basic education materials.                        | Production (3/15)                                     |                  | >10/15            | >13/15         | No New data    | 2006 |
|   |  | Program quality (4/15)                                |                  | >10/15            |                | No New data    | 2005 |
|   |  | Mentor guide production (5/15)                        |                  | >10/15            |                | No New data    | 2005 |
|   |  | IT competency (8/15)                                  |                  | >10/15            |                | No New data    | 2005 |
|   |  | Time/project management (3/15)                        |                  | >10/15            |                | No New data    | 2005 |
|   | c) Number of teachers trained by USAID program (Overall all teachers: pre-service and in-service including FTI supported)    | 442 (2004)  | <b>5450</b>      | <b>7340</b>       | <b>677</b>     | Oct-Dec 2006   |      |
|   | c1) Number of pre-service teachers trained in IRI and community schools [REGULAR].   | 442 (2004)  | <b>1,000</b>     | <b>4,770</b>      | <b>79</b>      | Oct – Dec 2006 |      |
|   | c1) Number of pre-service teachers trained in community schools using FTI FY07.  | 1236 (2006)   | <b>1,000</b>     | To be established | <b>No data</b> | Oct-Dec 2006   |      |
|   | C2) Number of in-service <u>teachers in GRZ schools</u> trained using FTI FY07.  | 72(2006)  | <b>1,400</b>     | To be established | <b>511</b>     | Oct – Dec 2006 |      |

| Related to IR   | Indicator   | Baseline  | Target (by 2007)  | Target (by 2009) | Status  | Date collected  |
|---|---|---|---|------------------|---|-----------------|
|   | C3) Number of in-service teachers <u>non-teaching staff</u> (ZICs, SEO-ODL, DRCCs, SEO-ODL etc) trained using FTI FY07                            | 1,128 (2006)  | 1,600   | <u>2570</u>      | No data   | Oct to Dec 2006 |
|   | C2) Number of in-service non-teaching staff in <u>GRZ schools</u> trained [REGULAR]   |   | 450   |                  | 87  | Oct to Dec 2006 |
| IR 6.1.2 The learning outcome in IRI centers and other DODE centers meets the standard of the national curriculum every year.                               | Learning performance of IRI learners (overall FTI, IRI Schools, Community schools G4 = English & Mathematics – pre/post).                         | English (To Be established)   | English (performance percentage better than control schools)        |                  | No data   | 2006            |
|   |   | Mathematics (To be established)   | Mathematics (performance percentage better than control schools)    |                  | No data   | 2006            |
|   | Learning performance of IRI GRZ learners (FTI supported GRZ schools G1 = literacy & Numeracy –post test model).                                   | Literacy = [1.4 %GRZ control] (performance percentage better than IRI GRZ schools-2005)                   | Literacy = (performance percentage better than control GRZ schools) |                  | No data   | 2006            |
|   |   | Numeracy = [6.1% IRI GRZ school] (performance percentage better than control schools- 2005)               | Numeracy = (performance percentage better than control schools)     |                  | No data   | 2006            |
| 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. | Percentage of trained teachers and mentors demonstrating more effective classroom instructional strategies (evaluation of classroom performance). | a) lesson preparation (87%)<br>b)interaction with learners (72%)<br>c)use of materials in the guide (74%) | >90   | >90%             | No New data   | 2006            |
|   | The number of IRI schools registered and approved by DODE and included in EMIS publications.  | 260   | 900   | >900             | 754 schools identified themselves as ABE – IRI in 2006) | Dec 2006        |

## Table B

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

#### IR 6.2 Mitigate the Impact of HIV/AIDS on the Education System

| Related to IR   | Indicator  | Baseline (2004)             | Target (by 2007) | Target (by 2009)  | Status  | Date collected |
|---|--|-----------------------------|------------------|-------------------|---------|----------------|
| Sub IR 6.4.1<br>More Orphans and Vulnerable Children go to school   | 1. Number and percentage of orphans in IRI centers                                     | 34%                         | >30              | >30               | 35%     | 2006           |
| Sub IR 6.4.2<br>More than 1,000 communities are better informed to support their children's basic education | Number of community radio stations participating in the "Learning Plus" initiative     | 6CRS                        | 8 CRS            | 10                | 6       | 2006           |
|   | Number of community members and learners participating in OVC Life Skills IRI program. | Number of teachers          | 2,000            | To be established | No data | 2006           |
|   |  | Number of community members | 3,000            | To be established | No data | 2006           |
|   |  | Number of children          | 50,000           | To be established | No data | 2006           |

## APPENDIX C: QUESTT Training Summaries FY2007

### A1. In-service training activities conducted by QUESTT for each quarter

| ITEM                                | DATE  | PARTICIPANTS   | DESCRIPTION  | FUNDING SOURCE | TRAINING DAYS | NUMBER TRAINED |        | TOTAL |
|-------------------------------------|---|--|--|----------------|---------------|----------------|--------|-------|
|                                     |   |  |  |                |               | MALE           | FEMALE |       |
| October 1, 200 to December 31, 2006 |   |  |  |                |               |                |        |       |
| 1                                   | Received December 2, 2006 (for Sept 14 to 15, 2006 workshop)  | MOE staff (ZIPS)   | The training targeted MOE staff in Kawambwa district, Luapula 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 – AEI   | 2             | 13             | 2      | 15    |
| 2                                   | Received December 1, 2006 (for Sept. 18 to 18, 2006 workshop) | MOE staff (ZIPS, DRCC, ESO-ODL)  | The training targeted MOE staff in Nchelenge district, Luapula 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 – AEI   | 1             | 4              | 1      | 5     |
| 3                                   | Received December 18, 2006 (for Nov. 1 to 4, 2006 workshop)   | MOE staff (DRCCs, ESO-ODL)   | The training targeted MOE staff in Mwense district, Luapula 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 – AEI   | 4             | 17             | 2      | 19    |
| 4                                   | November 20 to 25, 2006                                       | MOE staff (SEO-ODL, SESO-ODL, Head teachers)   | The training targeted MOE staff in Isoka, Northern province. The purpose was to plan DODE activities for 2007. The trainers were MOE staff and QUESTT staff.   | MOE            | 2             | 10             | 0      | 10    |
| 5                                   | November 29 to December 2, 2006                               | MOE staff (ZRCC, Zonal Heads, ZIPs, DRCC, SESO-ODL, SEO-ODL)                           | The training targeted MOE staff in Kasama district, Northern province. The purpose was to equip the MOE staff with skills in IRI management and administration. The trainers were MOE staff and QUESTT staff.  | MOE            | 5             | 9              | 3      | 12    |
| 6                                   | October 22 to 23, 2006  | MOE and QUESTT staff (POCs, NOC, SESO, Teacher, DRCC, SEO, ESO-ODL, SCS, LTM Producer, | The training targeted QUESTT staff and MOE staff assigned to conduct the 2006 IRI Evaluation for Grade 2 and Grade 3. The purpose was to plan and equip the 2006 IRI Test Administrators with skill to manage and implement the tests. The training was conducted by QUESTT TED, QUESTT M&E and MOE staff in Lusaka district at Capital Hotel. | QUESTT – AEI   | 2             | 20             | 6      | 26    |

|   |  |                        |  |  |  |            |            |             |
|---|--|------------------------|--|--|--|------------|------------|-------------|
|   |  | Curriculum specialist) |  |  |  |            |            |             |
| <b>Sub Total</b>  |  |                        |  |  |  | <b>73</b>  | <b>14</b>  | <b>87</b>   |
| January 1 to March 31, 2007                                     |  |                        |  |  |  |            |            |             |
| <b>Subtotal</b>   |  |                        |  |  |  |            |            |             |
| April 1 to June 30, 2007  |  |                        |  |  |  |            |            |             |
| <b>Subtotal</b>   |  |                        |  |  |  |            |            |             |
| July 1- September 30, 2007                                      |  |                        |  |  |  |            |            |             |
| <b>Subtotal</b>   |  |                        |  |  |  |            |            |             |
| <b>Total (Quarter 1)</b>  |  |                        |  |  |  | <b>73</b>  | <b>14</b>  | <b>87</b>   |
| <b>Total Previous Quarters (October 2004 to September 2006)</b> |  |                        |  |  |  | <b>760</b> | <b>368</b> | <b>1128</b> |
| <b>Grand Total</b>  |  |                        |  |  |  | <b>833</b> | <b>382</b> | <b>1215</b> |

**A2. Pre-service training activities conducted by QUESTT for each quarter**

| ITEM                                | DATE                           | PARTICIPANTS                              | DESCRIPTION   | FUNDING SOURCE  | TRAINING DAYS | NUMBER TRAINED |           | TOTAL     |
|-------------------------------------|--------------------------------|---|---|-----------------|---------------|----------------|-----------|-----------|
|                                     |                                |   |   |                 |               | MALE           | FEMALE    |           |
| October 1, 200 to December 31, 2006 |                                |   |   |                 |               |                |           |           |
| 1                                   | 10-Oct-06                      | IRI mentors and community school teachers | The workshop targeted IRI mentors and community school teachers in Chipata district Eastern province. The objective of the training was to equip mentors/teachers with skills in IRI methodology. The training was provided by MOE staff and QUESTT staff at Togwilizane IRI centers. | QUESTT-AIE fund | 1             | 20             | 13        | 33        |
| 2                                   | October 30 to November 4, 2006 | IRI mentors and community school teachers | The workshop targeted IRI mentors and community school teachers in Chaba zone Chilubi district Northern province. The objective of the training was to equip mentors/teachers with skills in IRI methodology. The training was provided by MOE staff and QUESTT staff.                | MOE             | 5             | 13             | 1         | 14        |
| 3                                   | November 1 to 4, 2006          | IRI mentors                               | The workshop targeted IRI mentors in Mwambilima zone Mwense district Luapula province. The objective of the training was to equip mentors with skills in IRI methodology. The training was provided by MOE staff and QUESTT staff.  | QUESTT-AIE fund | 4             | 17             | 2         | 19        |
| 4                                   | November 3 to 5, 2006          | IRI mentors/teachers                      | The workshop targeted IRI mentors/teachers in Mwanjawathu in Petauke district Eastern province. The objective of the training was to equip mentors/teachers with skills in IRI methodology. The training was provided by MOE staff and PCV.   | PCV- SPA Grant  | 3             | 12             | 1         | 13        |
| <b>Sub Total</b>                    |                                |   |   |                 |               | <b>62</b>      | <b>17</b> | <b>79</b> |
| January 1 to March 31, 2007         |                                |   |   |                 |               |                |           |           |
| <b>Subtotal</b>                     |                                |   |   |                 |               |                |           |           |
| April 1 to June 30, 2007            |                                |   |   |                 |               |                |           |           |
| <b>Subtotal</b>                     |                                |   |   |                 |               |                |           |           |
| July 1- September 30, 2007          |                                |   |   |                 |               |                |           |           |
| <b>Subtotal</b>                     |                                |   |   |                 |               |                |           |           |

|   |  |  |  |  |  |            |            |             |
|---|--|--|--|--|--|------------|------------|-------------|
| <b>Subtotal</b>   |  |  |  |  |  |            |            |             |
| <b>Total (Quarter 1)</b>  |  |  |  |  |  | <b>62</b>  | <b>17</b>  | <b>79</b>   |
| <b>Total Previous Quarters (October 2004 to September 2006)</b> |  |  |  |  |  | <b>685</b> | <b>528</b> | <b>1213</b> |
| <b>Grand Total</b>  |  |  |  |  |  | <b>747</b> | <b>545</b> | <b>1292</b> |

**B1) FTI SUPPORTED TEACHER TRAINING: OCT TO DEC 2006**

**In-service training activities conducted by QUESTT for each quarter**

| ITEM                                | DATE                            | PARTICIPANTS  | DESCRIPTION  | FUNDING SOURCE | TRAINING DAYS | NUMBER TRAINED |        | TOTAL |
|-------------------------------------|---------------------------------|---|--|----------------|---------------|----------------|--------|-------|
|                                     |                                 |   |  |                |               | MALE           | FEMALE |       |
| October 1, 200 to December 31, 2006 |                                 |   |  |                |               |                |        |       |
| 1                                   |                                 |   |  |                |               |                |        |       |
| 2                                   | December 3 to 8, 2006           | MOE staff and QUESTT staff (POC, MOC-HR, Producers, ESO-ODL, DRCC, ZIC, Teachert) | The National Training of Trainers for LTM targeted MOE staff from 9 provinces. The purpose was to train them as TOTs in IRI methodology. The MOE staff will in-turn provide IRI training to other teachers in selected GRZ schools at district level their respective zones. <u>The training was facilitated by the QUESTT TED staff, QUESTT M&amp;E, QUESTT Outreach and other MOE staff.</u> | FTI            | 5             | 33             | 16     | 49    |
| 3                                   | November 28 to December 1, 2006 | MOE staff (DRCCs, ESO-ODLs, DEBS)   | Sensitisation of MOE officials in Luapula province on LTM roll-out in GRZ schools . The sensitiation workshop was conducted in Mansa district at the DRC. The sensitisation team were QUESTT staff and DODE staff.   | FTI            | 4             | 21             | 7      | 28    |
| 4                                   | November 28 to December 1, 2006 | MOE staff (PRCC, DESO, PESO, EO-TED, DRCCs, ESO-ODLs, DEBS)                       | Sensitisation of MOE officials in Northern province on LTM roll-out in GRZ schools. The sensitiation workshop was conducted in Kasama district at the PRC. The sensitisation team were QUESTT staff and DODE staff.  | FTI            | 4             | 35             | 8      | 43    |
| 5                                   | November 27 to 28, 2006         | MOE staff (PRCC, DESO, PESO, EO-TED, DRCCs, ESO-ODLs, DEBS)                       | Sensitisation of MOE officials in Central province on LTM roll-out in GRZ schools. The sensitiation workshop was conducted in Kasama district. The sensitisation team were QUESTT staff and DODE staff.  | FTI            | 2             | 18             | 6      | 24    |
| 6                                   | November 29 to 30, 2006         | MOE staff (PRCC, DESO, PESO, EO-TED, DRCCs, ESO-ODLs,                             | Sensitisation of MOE officials in Copperbelt province on LTM roll-out in GRZ schools. The sensitiation workshop was conducted in Kasama district at the PRC. The sensitisation team were QUESTT staff and DODE staff.  | FTI            | 2             | 21             | 15     | 36    |

|    |                                 |   |  |     |   |    |    |    |
|----|---------------------------------|---|--|-----|---|----|----|----|
|    |                                 | DEBS)   |  |     |   |    |    |    |
| 7  | November 30 to December 1, 2007 | MOE staff (PRCC, DESO, PESO, EO-TED, DRCCs, ESO-ODLs, DEBS) | Sensitisation of MOE officials in North Western province on LTM roll-out in GRZ schools. The sensitiation workshop was conducted in Kasama district at the PRC. The sensitisation team were QUESTT staff and DODE staff.   | FTI | 2 | 19 | 3  | 22 |
| 8  |                                 | MOE staff (PRCC, DESO, PESO, EO-TED, DRCCs, ESO-ODLs, DEBS) | Sensitisation of MOE officials in Southern province on LTM roll-out in GRZ schools. The sensitiation workshop was conducted in Kasama district at the PRC. The sensitisation team were QUESTT staff and DODE staff.  | FTI |   |    |    | 0  |
| 9  |                                 | MOE staff (PRCC, DESO, PESO, EO-TED, DRCCs, ESO-ODLs, DEBS) | Sensitisation of MOE officials in Western province on LTM roll-out in GRZ schools. The sensitiation workshop was conducted in Kasama district at the PRC. The sensitisation team were QUESTT staff and DODE staff.   | FTI |   |    |    | 0  |
| 10 | December 11 to 14, 2006         | MOE staff (DRCCs, ZICs, ESO-ODLs, Teachers, DESOs)          | The Provincial Training of trainers of GRZ teachers for LTM in GRZ schools targeted MOE staff from all districts in Eastern province. The purpose was to train district MOE staff in IRI methodology. The MOE staff will in-turn provide IRI training to teachers in selected GRZ schools at district level in their respective zones. <u>The training was facilitated by the POCs, and other MOE staff in Chipata district at the Chipata PRCC.</u> | FTI | 4 | 24 | 17 | 41 |
| 11 | December 11 to 14, 2006         | MOE staff (DRCCs, ZICs, ESO-ODLs, Teachers, DESOs)          | The Provincial Training of trainers of GRZ teachers for LTM in GRZ schools targeted MOE staff from all districts in Southern province. The purpose was to train district MOE staff in IRI methodology. The MOE staff will in-turn provide IRI training to teachers in selected GRZ schools at district level in their respective zones. <u>The training was facilitated by the POCs, and other MOE staff in Livingstone district.</u>                | FTI | 4 | 29 | 25 | 54 |

|    |                         |  |  |     |   |    |    |    |
|----|-------------------------|--|--|-----|---|----|----|----|
| 12 | December 11 to 14, 2006 | MOE staff (DRCCs, ZICs, ESO-ODLs, Teachers, DESOs) | The Provincial Training of trainers of GRZ teachers for LTM in GRZ schools targeted MOE staff from all districts in Central province. The purpose was to train district MOE staff in IRI methodology. The MOE staff will in-turn provide IRI training to teachers in selected GRZ schools at district level in their respective zones. <u>The training was facilitated by the POCs, and other MOE staff in Kabwe district at Mulungushi motel.</u>     | FTI | 4 | 13 | 14 | 27 |
| 13 | December 11 to 14, 2006 | MOE staff (DRCCs, ZICs, ESO-ODLs, Teachers, DESOs) | The Provincial Training of trainers of GRZ teachers for LTM in GRZ schools targeted MOE staff from all districts in Western province. The purpose was to train district MOE staff in IRI methodology. The MOE staff will in-turn provide IRI training to teachers in selected GRZ schools at district level in their respective zones. <u>The training was facilitated by the POCs, and other MOE staff in Mongu district at Green View motel.</u>     | FTI | 5 | 18 | 18 | 36 |
| 14 | December 11 to 14, 2006 | MOE staff (DRCCs, ZICs, ESO-ODLs, Teachers, DESOs) | The Provincial Training of trainers of GRZ teachers for LTM in GRZ schools targeted MOE staff from all districts in Northern province. The purpose was to train district MOE staff in IRI methodology. The MOE staff will in-turn provide IRI training to teachers in selected GRZ schools at district level in their respective zones. <u>The training was facilitated by the POCs, and other MOE staff in Kasam district at Musa Farm Institute.</u> | FTI | 4 | 37 | 25 | 62 |
| 15 | December 11 to 14, 2006 | MOE staff (DRCCs, ZICs, ESO-ODLs, Teachers, DESOs) | The Provincial Training of trainers of GRZ teachers for LTM in GRZ schools targeted MOE staff from all districts in Lusaka province. The purpose was to train district MOE staff in IRI methodology. The MOE staff will in-turn provide IRI training to teachers in selected GRZ schools at district level in their respective zones. <u>The training was facilitated by the POCs, and other MOE staff in Lusaka district at Chainama hotel.</u>       | FTI | 4 | 13 | 17 | 30 |
| 16 | December 11 to 14, 2006 | MOE staff (DRCCs, ZICs, ESO-ODLs, Teachers, DESOs) | The Provincial Training of trainers of GRZ teachers for LTM in GRZ schools targeted MOE staff from all districts in North Western province. The purpose was to train district MOE staff in IRI methodology. The MOE staff will in-turn provide IRI training to teachers in selected GRZ schools at district level in their respective zones. <u>The training was facilitated by the POCs, and</u>  | FTI | 4 | 19 | 16 | 35 |

|  |                         |                                 |  |     |   |            |            |            |
|--|-------------------------|---------------------------------|--|-----|---|------------|------------|------------|
|  |                         |                                 | other MOE staff in Solwezi district at Unamono Guest House.  |     |   |            |            |            |
| 17   | December 11 to 14, 2006 | MOE staff (ZICs, Head Teachers) | The District Training of GRZ teachers for LTM in GRZ schools targeted Heads and ZICs and Teachers from selected schools in Petauke district. The purpose was to train the GRZ school teachers in IRI methodology. <u>The training was facilitated by the Outreach Assistant, PCV and other MOE staff at Petauke resource center.</u> | FTI | 2 | 19         | 5          | 24         |
| <b>Sub Total</b>   |                         |                                 |  |     |   | <b>319</b> | <b>192</b> | <b>511</b> |
| January 1 to March 31, 2007  |                         |                                 |  |     |   |            |            |            |
| <b>Subtotal</b>  |                         |                                 |  |     |   |            |            |            |
| April 1 to June 30, 2007   |                         |                                 |  |     |   |            |            |            |
| <b>Subtotal</b>  |                         |                                 |  |     |   |            |            |            |
| July 1- September 30, 2007   |                         |                                 |  |     |   |            |            |            |
| <b>Subtotal</b>  |                         |                                 |  |     |   |            |            |            |
| <b>Total (Quarter 1)</b>   |                         |                                 |  |     |   | <b>319</b> | <b>192</b> | <b>511</b> |
| <b>Total Previous Quarters (October 2004 to September 2006: pilot IRI GRZ school teachers and Heads)</b> |                         |                                 |  |     |   | <b>76</b>  | <b>18</b>  | <b>94</b>  |
| <b>Grand Total</b>   |                         |                                 |  |     |   | <b>395</b> | <b>210</b> | <b>605</b> |