

EDC Support to Zambia's Ministry of Education

QUESTT

(Quality Education Services Through Technology)

QUARTERLY REPORT

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Abbreviations and acronyms

CDC	Curriculum Development Center
CRAIDS	Community Response to HIV/AIDS
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
FTI	Fast Track Initiative
GRZ	Government of the Republic of Zambia
IGA	Income Generating Activity
IRI	Interactive Radio Instruction
LTM	Learning at Taonga Market
M&E	Monitoring and Evaluation
MOE	Ministry of Education
OA	Outreach Assistant
ODL	Open and Distance Learning
OVC	Orphans and Vulnerable Children
PCSC	Parent Community School Committee
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
PTA	Parent Teachers Association
QUESTT	Quality Education Services Through Technology
RMT	Radio Mentor Training
SEO	Senior Education Officer
SESO	Senior Education Standards Officer
TA	Technical Advisor
TED	Teacher Education Department
TESS	Teacher Education and Specialised Services
VCT	Voluntary Counseling and Testing
ZATEC	Zambia Teacher Education Course
ZIC	Zonal In-service Coordinator
ZNBC	Zambia National Broadcasting Corporation

QUESTT Project

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

The core strategy is to continue and expand the basic education provision through Interactive Radio Instruction 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 1-7, 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. Project results

SO 6.1 Improved Quality of Basic Education Delivery System

1.1 Number of IRI schools and learners

Enrollment data for 2007 is not yet complete. So far data for 293 IRI community schools and 427 GRZ schools has been collected.

1.2 The extent to which PDP producers are responsible for the production of basic education materials

The producers are completing the production of the Grade 7 programs and mentor's guide. At the end of May, the Technology Advisor left the project and the producers are now totally responsible for production. Mr Alvaro Cisneros, EDC Production Advisor, will be visit for a month during the next quarter and will be available to give some assistance to the producers if they need it.

1.3 Number of teachers trained

The final figures for the training of teachers in IRI methodology with FTI funds in January for the roll out of IRI are 4205 teachers trained in 72 districts. Of these 2279 were male and 1926 female.

1.4 Learning outcomes in IRI schools

The results of the learners in the IRI community schools were much better than the learners in the control community schools. The table below shows the preliminary mean scores for the test for all Grade 3 learners by school type.

School Type		Math [27 points]	English [35 points]	Science [27points]	Social Studies skills [20 points]	Overall Test [109 points]
IRI Schools	Mean	10.5	11.5	17.7	13.6	53.3
	Percent	38.9	32.9	65.6	68.0	48.9
Control Community Schools	Mean	7.6	8.9	17.7	12.5	46.8
	Percent	28.1	25.4	65.6	62.5	42.9

The table presents the mean scores for each test subject and for the overall test by the type of school. The results for schools that were using IRI are highlighted. In Math the learners in IRI schools (38.9%) performed better than learners in control schools (28.1%). Similarly, in English, IRI learners (32.9%) performed better than learners in control schools (25.4%). In Social studies the IRI learners (68.0%) performed better than control learners (62.5%).

1.5 Number and percentage of teachers demonstrating effective classroom instructional strategies.

No additional data available on teacher performance during this quarter. Data is still being collected from the schools selected for monitoring.

IR 6.2 Mitigate the impact of HIV/AIDS on the education system

1.6 Number of orphans using IRI programs

Data on the number of orphans using IRI in 2007 is still being collected.

1.7 Number of community radio stations participating in “Learning Plus” initiative

Eleven community radio stations are actively promoting community participation in education through weekly programs called “Education for All”.

1.8 Number of CSC that provide support to IRI schools

Data on the number of communities supporting IRI schools in 2007 is still being collected.

1.9 Number of community members and learners participating in the OVC Life Skills program

138 schools in Eastern province and 60 in Southern province are implementing the program. 1512 teachers, senior teachers and head teachers have been trained in the use of the Life Skills programs to improve the care of OVC. 127 listener groups have been established in the Eastern province and they comprise over 3000 community members. In the Southern province 78 have been established catering for over 2000 community members.

2. Overview of Activities

2.1 Development of programs and materials

EBS continues to work on the final production of Grade 7 programs. During this quarter they managed to complete production of Term 2 programs ahead of the broadcasting schedule. In June, however, their network crashed and they were unable to access the documents on the server which may delay the production of Term 3 programs. The fault has been reported to the IT section of the Ministry and they are waiting for a technician to carry out repairs. This delay means that the revision of the Grade 5 programs will not be completed in time for broadcasting in 2008 and the old programs will continue to be broadcast for another year. Since there are no major changes in the curriculum for Grade 5, this will not disadvantage the Grade 5 learners.

UNICEF has funded the printing of Grade 7 mentor's guides while the Grade 6 mentor's guides will be funded by the Ministry. While waiting for the printed copies of the mentor's guides, EBS has been making photocopies as a stopgap measure.

2.2 Outreach

2.2.1 Mentor training

a. IRI training by radio

The Radio mentor training lessons were broadcast from May 7 to 11 and mentors were encouraged to meet together in clusters to listen to and discuss the broadcasts. The CTO, Mrs Mweene, visited four such meetings in Kabwe and Lusaka and observed the teachers discussing what they had heard on the radio.

On the Copperbelt the mentors listened to the broadcasts individually or in pairs at their centers.

b. IRI training

In Eastern province the POCs conducted training sessions for head teachers, teachers and mentors in Nyimba and Chipata. A total of 30 teachers, mentors and head teachers were given professional advice on the management of centers.

In Northern province World Vision funded a training course for 39 community school teachers.

In Kalabo district in Western province all 105 head teachers were trained in IRI methodology so that they could manage the IRI program in their schools.

Chowa Zone in Chibombo district conducted an IRI training workshop for 25 teachers from schools in the zone. The workshop was funded by money collected from the schools themselves.

2.2.2 Community sensitization

The POCs have conducted sensitization meetings with 56 communities to promote community participation in the provision of education.

In Central province adults in Kashiba were interested in starting an adult literacy class. At Moomba Ward and Makwati IRI community schools meetings were held with the communities to discuss the reopening of the schools after they were closed by the DEBS office.

In Western province the POC and Ministry officials held meetings with communities on their support for the mentors and the centers, IGAs, small grants and the ZATEC program for community school teachers.

In Eastern province the focus of the meetings was on urging the communities to participate in the development of their schools by molding and burning bricks and by starting IGAs.

In Northern and Northwestern provinces the POCs discussed the role of the communities in LTM, center management and development, support to the mentors and OVCs, and IGAs.

2.2.3 Monitoring the IRI program

The POCs visited a total of 129 IRI centers and community and basic schools to verify their existence and check on the implementation of the program..

Luapula

The new POC continued his tour of the province by visiting 15 centers in Mwense, 9 centers in Kawambwa and seven in Chienge. He found that all communities were involved in the construction of classroom blocks, though only with thatched roofs. At one center, where the structure had collapsed in the heavy rains, the community was molding bricks ready to rebuild the classrooms. Five centers were no longer functioning due to the departure of the mentors. The most common problem is the lack of support for mentors by the communities.

Northern

In Northern province 10 basic schools and 5 IRI community schools were monitored in Mungwi and Kasama districts. Three of the GRZ schools had not started using LTM programs because of the poor reception.

Western

A total of 28 IRI community schools and basic schools were monitored in Kaoma, Lukulu and Sesheke districts by the POC and MOE officials. They found that LTM was being implemented successfully in the basic schools, that the necessary teaching and learning materials had been distributed, and that teachers claimed that listening skills and attendance had improved. They found that the DEBS are supporting IRI community schools with stationery and communities are constructing classrooms and teachers' houses.

Northwestern

The POC monitored 23 basic schools and IRI community schools, and found that the program was popular with the teachers because it is enjoyable and it makes their work easy. The learners want to continue with LTM in Grade 2.

Eastern

A total of 17 IRI community schools were monitored in Chipata, Chama, Nyimba, Lundazi and Petauke districts.

Copperbelt

Fifteen IRI community schools were monitored in Ndola, Masaiti, Luanshya, Chingola, Mufulira and Kitwe.

Lusaka

IRI schools in Chongwe and Kafue were monitored to select schools with Grade 6 classes which would be suitable for selection as pilot schools for the MP3 players. Two schools were selected in Chongwe and two in Kafue.

Southern

The National Outreach Coordinator traveled with the PEO Open Learning, Mr F Libindo, to Namwala and Itzhi-Tezhi to monitor the implementation of the roll out program and the IRI community schools. In both districts two basic schools and two community schools were monitored. All the teachers had been trained in IRI and observed that the program improved learning, especially listening skills and English vocabulary and that attendance had improved since the program started. At one basic school in Namwala district the teacher who had been trained had not briefed the head teacher about the program and had failed to implement the LTM program. The other schools were implementing the program successfully, though two basic schools and two IRI community school complained of poor radio reception.

Central

The National Outreach Coordinator and Dr Noel, the Director of EDC's Anglophone Africa Center in Nairobi, visited Pilyeshi IRI School in Serenje district. The school was started by the community to protect the children from the traffic on the main road and currently has Grades 1 and 2. The school has received a small grant with which they have bought roofing sheets, window frames and door frames to complete the classroom block. They have also started a vegetable garden as an IGA to support the mentors.

2.2.4 Partners' Support

a. Partners meeting

This year's Partners' meeting was held on 25th April 2007 at Holiday Inn in Lusaka. The meeting was attended by MOE officials from DODE and 13 Partner NGOs represented by a total of 14 participants. The report of this meeting was distributed to all organizations that attended the meeting and is available as a separate document. Eight out of a total of twelve concerns raised during the 2006 meeting of partners have been successfully addressed. The major concern raised at this meeting was that the Ministry should arrange a forum where partners could provide information on their activities and share ideas with the Ministry and each other.

b. Activities of partners

CARE International has supported Mwala IRI and Kuunika Community Schools through the construction of 1x2 classroom blocks and other contributions, and has donated 20 radios to community schools. CARE International has also funded the training in IRI of 19 community school teachers in Kalomo district.

In Northwestern province the POC identified sixteen CBOs who were providing support to communities and held meetings with them to inform them about what they could do to support the education of the children through the LTM program.

In Western province the POC attended a workshop organized by PCI to plan the BELONG program to increase the number of OVC accessing quality services through community based programs. Education was one of the essential services and discussion focused on the need to improve quality by providing teaching and learning aids, training teachers, improving infrastructure and supporting volunteer teachers.

c. Training of CBOs

So far eight POCs have identified CBOs which are supporting IRI community schools for training and the training will begin in July.

Province	CBOs	Training Needs Identified.
Northern	Kasenda Twafwane Care Group – to train(15 members)	(i). Record keeping (ii). Simple financial books of accounting-ledger and cash book, writing income and expenditure account. (iii). IRI Community school management. (iv). IRI methodology. (v). Project identification and development – income generating activity
	Musenga Nutrition Care Group – to train(15) members	(i). Record keeping (ii). Simple financial books of accounting-ledger and cash book, writing income and expenditure account. (iii). IRI Community school management. (iv). IRI methodology. (v). Project identification and development – income generating activity
Southern	Livingstone Women Make A Difference (LIWOMADI)	Capacity building (i). Leadership skills, (ii). Management of activities at the centers and financial controls (ii). Designing work plans (iii).Conflict management and resolutions. Target 22 LIWOMADI work force – Satellite staff from 14 Centers who give support to CSCs
	Family Care in Kalomo (Chikanta area)	Capacity building in basic farming and agricultural methods/inputs for IGAs. Teaching of hygiene, nutrition, sanitation, good health care, sanitation and proper protection of traditional wells.
Northwestern	Kabompo AIDS Programme	(i). Income generating activities – chicken and goat rearing. (ii). Monitoring and evaluation. (iii). IRI Program and methodology. To train 25 CBO members.
	Save Environment and People’s Agency (SEPA) based in Zambezi	(i). Office management (ii). Networking. (iii). Planning (iv). Budgeting.

Central	Grace Orphanage	(i). Effective School Management. (ii). Accounting and record Keepin
	Buyantanshi Open Christian Community Schools (BOCCS)	(i). Effective school Management. (ii). Accounting and record keeping. (ii). Income generating activity – gardening.
Copperbelt	Zambia Education Development Advocacy (ZEDAO)	(i). IRI methodology (ii) Management of schools
	Interdenominational Christian Care Organisation (ICCO)	(i). IRI methodology and (ii) Management of schools. (iii) IGAs 6 participants
Western	Mbeta Women’s Club	(i) Income generating activity (IGAs) - (ii) Training of 10 CBO members in tie and dye.
	Nzuli Sisters’ Fellowship	(i). Training of CBO members in cutting and tailoring.
Eastern	Tigwilizane in Kasenga area under Chief Change	(i). Management skills and school administration. (ii). Agricultural skills in vegetable growing and selling for Income generating activities for center and mentor support.
	MWAMECO in Lundazi District	(i). School/center Management skills. (ii). Practical skills in income generating activities- gardening and chicken rearing (poultry) for school support. Total to be trained: 20 CBO members.
Lusaka	Holy Saviors	Details not finalised
	Mwachiavwa Orphan Community School Organisation (MOCSO)	(i). To train 12 members of the CSC from MOCSO schools- in:- -School management skills - Record keeping. - Simple financial accounting.
Luapula	No active partners in Luapula Province. Hence CBOs are not identified yet.	Efforts are being made to entice business men/women to support IRI Centers and Community Schools.

2.3 Small Grant Scheme

2.3.1 Introduction

The small grants scheme is designed to contribute to the effectiveness and long term sustainability of IRI community schools and increase the motivation of communities and their commitment to the centers or community schools.

2.3.2 Monitoring

During this quarter the Grants Coordinator monitored communities which had received 2006 grants in Northern, Western and Luapula provinces. Of the 14 communities monitored, eight had completed the tasks for milestone two, three had not started implementation because they had provided inaccurate bank details, and three had used funds for activities not in the original proposal. One had started a grocery project instead of burning bricks and baking buns and scones for sale. Another procured school materials instead of constructing a school building and the third had successfully used the funds to trade in cattle and had made a profit of K470,000.

The table below lists the progress made by the communities.

No	Name of IRI Centre	Milestone Two	Comment
1	Shebele	Preparing fields for maize & groundnuts	Planted one hectare of maize field but maize is stunted and drying out
2	Kambwali	Purchase iron sheets, nails & timber	Has not received the funds
3	Chembe	Making two chalkboards & renovating floor	Has not received the funds
4	Mwafuli	Burning bricks, baking buns & scones for sale	Embarked on a groceries project
5	Kuyafya	Thatching of learning shelter & renovating pigs shelter	Purchased school requisites
6	Mufolo	Pay for saw, transport & labor	Purchased a set of pit saw, paid for labor (timber cutting, stamping & cultivation) & purchased soya beans seed
7	Chintanga	Construct 2 fish ponds, buy 6 pigs & 5 pockets of cement	Purchased 800 fingerlings, 6 pigs & constructed 2 fish ponds
8	Muzizi	Purchase 30 iron sheets	Purchased 23 iron sheets & paid for transport
9	Chishipula	Brick molding & transport	Paid for brick molding & transport
10	Chintandu	Buying 6 bags of cement & 30 pieces of timber	Has not received the funds
11	Likuma	Collection of building materials, building the grocery & purchasing the groceries	Constructed a grocery shop & purchased groceries

No	Name of IRI Centre	Milestone Two	Comment
12	Kabyobyoby	Building kraal, purchase maize & vegetable seeds & pesticides	Purchased cattle for resale
13	Mutwiwambwa	Purchase iron roofing sheets, wire nails, collection of building materials & purchase groceries	Purchased roofing materials & bought groceries
14	Imbowa	Purchase cement molding bricks watering & advertising blocks	Purchased 10 bags of cement, paid for transport & labor

The table below shows the number of learners who are expected to benefit from the projects being administered by the communities.

No	Name of IRI Centre	G.1	G.2	G.3	G.4	G.5	G.6	G.7	Total
1	Shebele	30	33	30	33	29	32	15	202
2	Kambwali	90	29	16	16	13	10		174
3	Chembe	32	38	16	26	0	0	0	112
4	Mwafuli	21	16	15	0	0	0	0	52
5	Kuyafya	29	15	12	0	0	0	0	56
6	Mufolo	38	26	37	30	38	-	-	169
7	Chintanga	-	-	-	-	-	-	-	0
8	Muzizi	39	27	20	22	16	15	17	156
9	Chishipula	105	35	35	28	33	35		271
10	Chintandu	35	39	0	0	0	0	0	74
11	Likuma	35	14	0	0	0	0	0	49
12	Kabyobyoby	34	14	17	19	17	16		117
13	Mutwiwambwa	50	11	0	0	0	0	0	66
14	Imbowa	14	5	0	0	0	0	0	19
	Total								1517

The enrollment data for Chintanga is not available

2.3.3 FTI Grant Facility

Considerable progress has been made on the processing of the 2007 grant facility. A total of 180 proposal forms have been submitted from five provinces as indicated in the table below: The application forms are currently being processed and 59 contract documents have been made and submitted for approval.

Name of Province	No. of Proposal forms
Northern	37
Northwestern	24
Luapula	58
Eastern	25
Western	36
Total	180

The processing and approval of the applications is expected to be completed by the end of July. Training of communities in financial management and record keeping is scheduled to begin in the first week of August and last for a maximum of two days per centre.

2.3.4 Challenges

The communities in Luapula province were not given the required training in financial management and record keeping. Furthermore, the communities were not given copies of the grant contract nor were the terms and requirements therein explained to them. This may explain the low rate of achievements and success amongst the benefiting communities in the province. The Provincial Outreach Coordinator for Luapula province will arrange for the training of the communities in the province in record keeping and financial management.

Two communities undertaking income generating activities in Western province (Mutwiwambwa and Likuma), are spending a lot of money on transporting groceries which erodes the profit that they make. The communities are located in remote areas and have to travel to the district centers to buy groceries for their shop. The DEBS office in Mongu agreed to assist Mutwiwambwa with free transportation of groceries.

Communities that did not receive the first allocation were faced with internal problems. The mentors at Chintandu IRI centre were suspected of having used the money by the community which resulted in ill feeling and animosity. Funds have now been deposited for the communities that did not receive the first allocation.

2.4 Community Radio Stations

Reports from the provinces indicate that the program "Education for All", which is produced each week by the community radio stations is producing a lot of interest among the communities. The POCs are receiving many queries from community members and other education officials. Topics which have been covered in the programs include free education, re-entry policy, alternative education and adult literacy, special education, OVC, street kids and education, community school management, HIV/AIDS and education, food and nutrition, health, IGAs. The community radio stations are playing an essential role in promoting education and especially community involvement in education.

The following table shows the districts which the community radio stations are covering and the frequencies they use.

Station	Districts	Frequency
Radio Chikaya	Lundazi	98.1
Radio Chikuni	Monze, Choma	91.8
Radio Icengelo	Kitwe	89.1 and 102.2
Radio Mano	Kasama, Mungwi, Luwingu, Mporokoso. Chinsali, Mpika, Mbala	89.2
Radio Maranatha	Kabwe	103.5
Radio Maria	Chipata, Mambwe, Chadiza, Lundazi, Katete, Petauke, Nyimba	90.0 and 95.0
Radio Mazabuka	Mazabuka	100.9
Radio Mkushi	Mkushi	93.0
Oblate Radio Liseli	Mongu, Kalabo, Luwingu, Senanga	105.5
Radio Yangeni	Mansa, Samfya	98.2
Radio Yatsani	Lusaka, Kafue, Chongwe	99.1

Radio Maria has extended its coverage to Petauke, Nyimba and parts of Lundazi district, and has plans to extend coverage to the whole of Lundazi, Luangwa and Chama.

2.5 OVC Life Skills Program

2.5.1 Partners

The producers have arranged face-to-face orientation sessions with the DEBS, Planning Officers and ESOs in the seven districts to ensure that they understand the aim of the program. They visited most zonal head teachers and the ZICs to ensure that they incorporate the life skills program in their inset programs. The two radio stations have given good support to the program and, besides providing office space and facilities for the producers, are planning to provide repeat broadcasts at no extra cost.

The Ministries of Health and Community Development are providing expert staff to participate in the feedback programs.

In the Eastern province, PLAN International, Peoples Action Forum (PAF), and Health Communications Partnership (HCP) and Eastern Province Women's Development Association are supporting the program by encouraging their schools and listener groups to follow the program. In Southern province, the CBOs, Maunga, Munjala, Simukombo, Libala, Mulindi, Ebenezer Trust and Saint Francis are working closely with the program.

2.5.2 Programs

13 weeks of programs were broadcast during the quarter. The drama program features three children from two neighboring families, with a Chitonga version for the Southern province and a Chichewa version for the Eastern province. The feedback programs consist of a review of the drama by the presenters, views from the communities, including text messages, phone calls, letters or reports of successes, and a review of the topic by experts.

2.5.3 Listener groups

127 listener groups have been formed in Eastern province and 85 in Southern province. Groups have a ten person committee and weekly attendance varies between 12 and 20 people. Some are based on villages while others are based on institutions, FBOs or families. It is estimated that more than 2000 community members in Southern province and more than 3000 in Eastern province listen to the programs each week.

2.5.4 Schools

There are 138 schools in the Eastern province and 70 schools in Southern province that are implementing the program. All these schools have been visited to verify that they are following the program. More than 12,000 children in these schools in the Eastern province and 5,000 in the Southern province are being reached.

2.5.5 Impact

A baseline survey of the communities was conducted in April at the start of the program. This will be compared with the data collected during the end-of-year evaluation to be conducted in November.

In the meantime, the following are indications of specific changes which have occurred as a result of the OVC programs:

- Mrs. Nellie Zulu of Madzi-atuwa, Chipata says she relies on the advice given in the drama episodes to take care of eight orphans in her household. With the sensitization message she got from the program broadcast on May 17, 19 and 26, she has managed to mobilize people and has formed 13 listener groups which listen to the programs in Madzi-atuwa area in Chipata.
- St. John's Home Based Care in Katete now plans to extend its services to include care for orphans and vulnerable children after having learnt how the community can care for the OVC through the drama programs.
- Members of Kamwala Community and Sacred Heart Listener groups in Chadiza have mobilized themselves and are conducting door-to-door sensitization talks with families looking after orphans on how to take care of the orphans.
- Chipapa and Chisombelo listener groups in Mambwe have also started educating households with orphans on how best to look after the orphans.
- Following the program on nutrition, Siamvula Area RLG in Mukuni wrote a letter suggesting alternative recipes that are nutritional and cheap for the locals.
- Parents at Sialwiindi village learnt from their children the importance of cultivating gardens. Learners at Manyemunyemu School in Kazungula have started cultivating their own gardens.
- A pupil at Manyemunyemu school wrote "I used to refuse to eat vegetables when prepared, but now after listening to the educative radio programs, I know the importance of vegetables in the diet."
- Mujala village responded that they were a shining example of knowing how to handle stigma.
- A letter from Siafwipa village stated how they have learnt a lot about looking after orphans.

2.6 IRI in Government Schools and community schools

In order to ensure that all newly-trained teachers would be familiar with IRI methodology and be able to make use of the radio broadcasts, forty-eight lecturers from 12 colleges of education, including ZAMISE, were trained as trainers in IRI methodology from April 16 to 19. The lecturer trainers in turn conducted training courses in their colleges and trained 216 lecturers in May. K4,550,000 was provided for each of the colleges of education to support the training.

During the training the following materials were distributed to colleges:

	Materials	Quantity:
1.	IRI Training Manual	108
2.	ZATEC supplementary manual	108
3.	Mentors' guides	1,259 (Gs. 1-7)
4.	Wind Up radios	12
5.	Charts	24
6.	LTM brochures	216
7.	<i>Fastele! Fastele!</i> brochures	216

2.7 Achievement testing

During the quarter the final draft of the 2006 Grade 2 IRI Evaluation Report was completed and is being finalized by Dr Letshabo. The first draft of the 2006 Grade 3 IRI Evaluation Report was completed and forwarded to Dr Letshabo for final edits and finalization.

The results of the learners in the IRI community schools were much better than the learners in the control community schools. The table below shows the preliminary mean scores for the test for all Grade 3 learners by school type.

School Type		Math [27 points]	English [35 points]	Science [27points]	Social Studies skills [20 points]	Overall Test [109 points]
IRI Schools	Mean	10.5	11.5	17.7	13.6	53.3
	Percent	38.9	32.9	65.6	68.0	48.9
Control Community Schools	Mean	7.6	8.9	17.7	12.5	46.8
	Percent	28.1	25.4	65.6	62.5	42.9

The table presents the mean scores for each test subject and for the overall test by the type of school. The results for schools that were using IRI are highlighted. In Math the learners in IRI schools (38.9%) performed better than learners in control schools (28.1%). Similarly, in English, IRI learners (32.9%) performed better than learners in control schools (25.4%). In Social studies the IRI learners (68.0%) performed better than control learners (62.5%).

During the quarter, preparations for 2007 IRI achievement testing and evaluation started. The 2007 IRI evaluation will include testing Grade 1 roll-out IRI GRZ schools in two districts in Central province and another two districts in Copperbelt province. The districts in Central and Copperbelt are Chibombo and Serenje, Masaiti and Mufulira respectively.

The 2007 IRI Evaluation will also include testing of Grade 4 IRI learners in IRI schools in the Northern, Western, Eastern and North-Western provinces.

2.8 Teacher education

2.8.1 Cell Phones for Teacher Education

In this quarter, follow up has been made with Mr. Mwape, Celtel representative, on the availability and cost of C118s that were proposed as ideal handsets to be used as ordinary phones in this project. These handsets were identified as a solution in order to remove the difficulties that were discovered when the locked C113s were used. Secondly, follow up has also been made on the discount for C118s and closed user groups for students and lecturers and the provision of posters. Mr. Mwape is still pursuing these issues with his supervisors.

In order to strengthen the implementation of the use of cell phones for social and academic support, a re-training in the use of cell phones for college lecturers and students will be conducted from 20th to 21st August 2007. Twenty-four ZATEC students will be trained as phone guardians (group representatives), eight TRCCs and twenty-eight lecturers from Mufulira, Malcolm Moffat and Kasama Colleges of Education. There will be six facilitators from SPW, TED and QUESTT Project.

The K6, 302,500.00 raised by districts from selling scratch cards is with the colleges of education and Teachers' Resource Centers. The funds will be used in the next phase of the implementation of the program.

2.8.2 *Fastele! Fastele!* radio program for teachers

Teacher Education worked with EBS and Db studio to make preparations and conduct training for EBS staff in drama writing. The plan is to ensure that QUESTT Project builds the capacity in MoE for developing future *Fastele! Fastele!* radio programs. The program which promotes the 12 basic classroom skills is very popular among teachers, especially those who are in rural schools.

The training of fourteen writers and producers from EBS and one official from TED in drama writing was conducted at CDC from May 2 to 4. After the training, the writers and producers met at Pre-Cem Motel in Lusaka from May 14 to 16 to write the first 23 drama episodes for the July to December programs.

On June 23, EBS started the recording of the interviews, drama and teaching tips for the July to December 2007 programs. The recording is progressing well, managed by EBS staff, two producers, two technicians and the Assistant Controller. 18 people have been contracted from outside the Ministry as actors for the drama. MoE TED is paying ZNBC for air time for July to December programs.

2.8.3 Sample science lessons for grades 5 to 7

In this quarter the *Sample Science Lessons for Grades 5 to 7* was finalized. On May 30 the Permanent Secretary approved the manual and signed the preface. 200 copies of the manual were made. The video that will support the training in sample science

lessons was finalized on June 26. A copy of the video was officially handed over to Teacher Education and will be viewed by members from MoE Teacher Education Department, Curriculum Development Centre and QUESTT for comments.

In addition, a training manual for *Sample Science Lessons for Grades 5 to 7* was developed and guidelines for training for districts were developed by QUESTT Project. The training in the use of the sample science lessons will be conducted for nine district trainers and 101 teachers in Lusaka, Mansa and Samfya districts during the August holiday.

2.8.4 ZATEC by distance education for community school teachers

The first face-to-face session for Community School Teachers in the QUESTT-sponsored Distance Education module of Zambia Teacher Education Course (ZATEC) was held from April 23 – May 4 in eight colleges of education.

The first modules in the six study areas were validated at a meeting held March 26th with participation from Curriculum Development Centre, Teacher Education and module writers from the Colleges of Education. The modules were revised as recommended by the validation committees, and 600 copies of each of the six study area modules were printed and distributed.

April 3 a delegation consisting of a representative from TED accompanied by the Teacher Education Advisor and Teacher Education Coordinator of QUESTT Project traveled to Monze to meet with Principal Sr. Chileshe of Charles Lwanga College of Education. Sr. Chileshe was adamant that she did not want CLCE participating in this initiative, preferring that it be piloted elsewhere as she felt the lecturers at the college were already overloaded.

The week prior to the start of the training, the ZATEC/Community School Coordinator from David Livingstone College of Education reported that only 6 Community School Teachers had been recruited in Southern Province. In consultation with the Principal of DALICE it was decided that there would not be a cohort of the ZATEC/CSTs at the College at this time¹.

As a result of the non-participation of these two colleges, the 100 places for Community School Teachers that were planned for Southern Province were redistributed among the 8 remaining colleges. Over the course of the first session, more adjustments were made depending on the actual numbers of qualified participants accepted by each college. The final count was as follows:

Province	College of Education	Qty. of CSTs
Southern	Chipata	60
Copperbelt	Mufulira	60

¹ Save the Children Norway is currently funding a second cohort of Community School Teachers in a ZATEC Distance Education Program at DALICE, so that population in Southern Province is being served by this partnership.

Province	College of Education	Qty. of CSTs
Copperbelt	Kitwe	70
Luapula	Mansa	60
North-Western	Solwezi	70
Western	Mongu	58
Central	Malcolm Moffat	50
Northern	Kasama	30

The total number of Community School Teachers benefiting from the initiative is 458. There was in most areas an overwhelming response from Community School Teachers wanting to participate. In Solwezi and Kitwe, additional teachers are self-sponsoring or benefiting from other sponsorship.

Two monitoring teams traveled to Eastern and Copperbelt Provinces during the first week of face-to-face classes to observe. It was discovered that a small number of teachers from Southern and Lusaka Provinces had made the trip to Mufulira to register at the college there.

A number of colleges requested that the budget be revisited to allow for more adequate funding of the initiative. The budget was changed to allow for a K50,000 per student administration fee per face-to-face session. This fee is designed to cover all additional operational and administrative costs not otherwise indicated. In addition, the accommodation rate was raised from K40,000 to K45,000 per student per day. There was also provision made for the cost of a driver for the monitoring of the students.

In early May a delegation from QUESTT Project (COP and Teacher Education Advisor) and a Senior Education Officer from TED traveled to Kasama to follow up on reports of irregularities there. Kasama CE is running concurrently another ZATEC by Distance Education program, and had made the decision to follow the same model for both cohorts. After meeting with the College Principal, the ZATEC/CST Committee and MoE officials, it was agreed that QUESTT Project would continue to fund Community School Teachers for the allotted amount, although the money would be spent to cover the costs of a different model². These participants will receive a total of 18 weeks of contact time, as compared to the 8 weeks of contact time the others will have.

QUESTT Project was invited to a meeting with Chief Education Officer, Teacher Education, and other MoE officials to give an update of the ZATEC by Distance Education June 4th. It was recommended that discussions take place with ECZ to ensure that the intended evaluation of Community School Teachers doing the Distance Education course be feasible and optimal. A task force committee headed

² In the Kasama model, students meet at all three holiday periods during the year for three weeks of face-to-face sessions with lecturers. The extra expenditures involved in the additional accommodation costs and tuition fees mean that the Community School Teachers participating in this training will not receive transport refunds or personal allowances.

by Pre-Service Senior Education Officer James Silwimba was struck. To date the first meeting has yet to be called.

Writers from several Colleges of Education and NISTCOL have continued to prepare subsequent modules for the next sessions of the training. The next validation meeting to look at the second modules will be held in July. The modules will be printed and distributed to the colleges in August.

Concerns and comments:

For the main part the responses concerning this opportunity have been positive. In a number of areas many more CSTs applied than there were places available. It would seem to be responding to a real need in the communities for those volunteer teachers who have not before had the opportunity or the means to train as teachers. In the sites monitored to date, it would appear that there are a good number of applicants whose academic qualifications exceeded the minimum of 3 credits and 2 passes.

The lack of participation of the two colleges in Southern Province meant that a number of potential students in that part of country were not able to take advantage of the opportunity to train for certification.

The displacement of a small number of teachers from one province to another (from Southern and Lusaka Provinces to Mufulira; from Luangwa to Chipata) has the potential to be problematic at the time of monitoring. It is hoped that the lower costs of those CSTs working near the colleges will offset higher costs for those few students.

In March, a letter from the CEO, TED, stated that lecturers from DALICE should take on Community School Teachers from Sesheke District in Western Province. Western Province representatives have expressed concern that the lecturers from Mongu CE are unable to monitor those from Sesheke because of the distances involved. It is hoped that the College can sub-contract lecturers from DALICE to carry out the monitoring of the four students involved.

Some issues have arisen regarding the selection of Community School Teachers. The Colleges were given the responsibility of selecting students according to the criteria provided by QUESTT Project. It would appear that some of the students admitted to the program did not fulfill the criteria of being teachers in community schools and did not therefore have legitimate letters of recommendation from Centre Support Committees. Concern has been expressed in Northern and North-Western Provinces that CSTs who qualified were not admitted to the program or were asked to pay extra to be admitted.

In subsequent recruitments it could be useful to engage the Provincial Outreach Coordinator who is very familiar with those working in the Community Schools. S/he could help to identify potential candidates with an excellent chance of succeeding.

As indicated in the last report, the creation of modules has taken much more time than planned. Only one of the six teams submitted all modules on time. At the time of writing the final modules in three study areas have yet to be submitted.

2.8.4 “IRIipods”

In April Grade 6 teachers from 12 Community Schools using IRI to teach Grade 6 classes, as well as the ZICs and POCs working in their schools, were trained at the Pre-Cem Motel in Lusaka for three days in the use of IRIipods. The “IRIpod” is the name given to the video iPod, an MP3 player with audio and video capacity, loaded with the 150 30-minute lessons which make up the Grade 6 *Learning at Taonga Market* program. The teachers were provided with iPods, speakers and an alternative energy source to charge the iPods and power the speakers. Four teachers from Chongwe and Kafue Districts were provided with solar panels and batteries, while eight teachers from Kalomo District were loaned Weza foot-pumped generators. As well, the participants were trained in an introduction to reflective practice and provided with a reflective journal in which to reflect on their experiences with this new technology.

Three Peace Corps volunteers, 2 from Kalomo and 1 from Chongwe, also participated in the training. Because of their proximity to the community schools in which these teachers work, they serve both as a “trouble-shooter” and resource person as well as in the role of monitor. A monitoring instrument was distributed to the volunteers, the ZICs and the POCs and they were asked to try to monitor as often as once every two weeks.

The writers hired to produce supplementary teaching materials for the IRIpod pilot submitted activities to accompany the lessons in Mathematics, Science and English. These activities are in text, audio-text or video format. QUESTT Project has contracted Full Blown Productions to produce these materials, which will be uploaded onto the IRIpod to serve as a virtual resource library for the teachers. A two-day workshop is planned for August 23 and 24 to train the teachers, ZICs, POCs and PC volunteers in the use of these resources.

Concerns and comments:

The Weza generators have not proven to be as foolproof as hoped. One has been broken by overly vigorous pumping by learners. Several others have been reported as being completely depleted and incapable of recharging no matter how much they are pumped. The maker FreePlay has advised us that it is important not to completely deplete the battery.

One of the iPods was tampered with by colleagues in one of the schools, who put the language mode in an Asian language, locked the iPod and changed the password. The introductory workshop stressed the need for high security, which had not been observed in this case. QUESTT was able to repair the iPod and it was returned to the teacher.

The issue of transience in community schools is an important one. In Chongwe one of the iPod-trained teachers left to take up other, paid work. A replacement volunteer was trained by the teacher and the Peace Corps volunteer and the equipment was safely passed through to the new teacher. In Kalomo, one of the teachers has been fired and the iPod is reported broken.

During a monitoring visit to Sinu School in Kafue, it was noted that the teacher is making good use of her reflective journal. It is hoped that this will serve to develop the teaching practice of the participants and provide opportunity for greater autonomy on the part of the teachers that will result in better teaching and learning.

2.9 Monitoring and evaluation

2.9.1 Summary of activities

- i. During the quarter, enrollment data from registered IRI Community schools and IRI GRZ schools rolling out IRI in 9 provinces has continued to be received. By the end of the quarter, 293 IRI Community Schools and 427 roll-out GRZ schools had submitted data.
- ii. Data entry for the OVC Life skills baseline study has been entered in SPSS and frequencies on selected indicators have been completed. A mini report showing the baseline indications is being prepared.
- iii. During the quarter, M&E identified the IRI schools to be monitored in the nine provinces and instructed the POCs on the monitoring procedures.
- iv. During the quarter the final draft of the 2006 Grade 2 IRI Evaluation Report was completed and was sent to EDC Monitoring and Evaluation and Research Specialist, Dr Letshabo, for final editing. .
- v. During the quarter the first draft of the 2006 Grade 3 IRI Evaluation was completed and forwarded to Dr Letshabo for review and editing.
- vi. During the quarter, preparations for 2007 IRI achievement testing and evaluation were started.

2.9.2 IRI Enrolment 2007

Enrolment data from IRI community schools and IRI GRZ schools continued to be submitted from all 9 provinces. More enrolment data is expected in the next quarter.

Currently 293 IRI Community schools and 427 IRI GRZ schools using IRI have submitted enrolment data. The data shows that the number of learners in IRI community schools registered is 59,056 and 26, 258 in IRI GRZ schools.

The table below indicates the number of schools and learners that submitted enrolment so far

Province	Districts Submitted Enrollment Data (2007)	# of GRZ Schools Using IRI (2007)	# of Community IRI schools Submitted Enrollment Data (2007)	Total # of Centres and GRZ Schools	GRZ Schools # of Learners (2007)		IRI Centres and Community Schools # of Learners (2007)	
					Male	Female	Male	Female
Central	6	25	31	56	237	722	1499	1599
Copperbelt	6	56	65	121	2119	2171	8032	8487
Eastern	3	9	13	22	638	645	1708	1674
Luapula	7	0	22	22	0	0	2008	1775
Lusaka	4	29	39	68	1093	1195	4640	4841
N. Western	7	84	42	126	679	739	4428	4732
Northern	6	2	9	11	30	43	1180	1149
Southern	2	36	26	62	759	1367	1707	1662
Western	7	186	46	232	7577	7203	4014	3921
Grand Total	48	427	293	720	12,895	13,363	29,216	29,840
Total Learners in IRI Community schools								59,056
Total Learners in IRI GRZ schools								26,258

3. Special events and visits

Dr Kathleen Letshabo, EDC's Monitoring, Evaluation and Research Specialist, visited the project from May 21 to June 1 to review and finalize the Grade 2 and Grade 3 achievement test reports, plan for the testing of Grade 1 and Grade 4 at the end of the year, and review the indicators and reporting requirements.

Ms Kim Earley, IES Finance Director, visited the project from June 11 to 13 to review accounting procedures and introduce a new format for cash projections.

Dr Kent Noel, EDC's Director Anglophone Africa Center, Nairobi, visited the project from June 12 to 16 to review accounting procedures and visit project activities in colleges of education and community schools.

A team from Haiti consisting of two Ministry of Education senior officials, Mr Ketler Bastien and Mr Fritz George, accompanied by Ms Nicole Racine, EDC's COP in Haiti, and Ms Gaelle Simon, Project Coordinator, visited the project from June 2 to 9 to review how the Ministry of Education were assuming responsibility for the IRI program.

Mrs Laura Bush, during her brief visit to Zambia, visited Regiment Basic School in Lusaka on June 28 and observed the Grade 1 teacher, Mrs Chewe, teaching a math segment from an IRI lesson. Mrs Bush was accompanied by the Zambian first lady, Mrs Mwanawasa, the US Ambassador, the Permanent Secretary of the Ministry of Education and Jenna Bush.

Dr Sarah Moten from USAID Washington was briefed on the progress with activities funded with FTI funds on June 28.

On the day of the African Child, a team from QUESTT and EBS headed by the Director of DODE and accompanied by Yatsani Radio visited Kachere village in Chibombo district where the inhabitants are leprosy patients who are recovering from the disease. A Grade 1 lesson was observed and shoes, clothes, toys, soap and stationery, donated by QUESTT and EBS members of staff, were distributed to the community.

4. Personnel changes

Mr Simon Richmond, Technology Advisor, left the project on May 24 to take up a post as Chief of Party on an EDC project in Malawi developing IRI programs for Malawi schools.

Mr Mwila Kangwa, Data Analyst, left the project at the end of May to take up a post with Care International.

APPENDIX A: Intermediate results *Table A*

Summary (April 1, 2007 – June 30, 2007)

Related to IR	Indicator	Baseline	Target (by 2007)	Target (by 2009)	Status	Next Update	
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) 26,744 (2005) 38,513 (2004)	323,000	758,146	81,324 M: 40,464 F: 40,860 (Dec 2006)	Sept. 2007	
	a1) Number of Learners IRI schools (grades 1-7)	38,513 (2004)	123,000	248,146	81,324 M: 40,464 F: 40,860 (Dec 2006)	Sept. 2007	
	a2) Number of Learners in FTI supported Community schools. [G1-4]	26,744 (2005)	60,000	90,000	No new data	Sept. 2007	
	a3) Number of Learners in FTI supported GRZ schools [G1]	2107 (2005)	140,000	420,000	No new data	Sept. 2007	
	a4) Number of orphans enrolled in IRI schools	13,186 34%	35,000 >35%	60,000 >30%	27,481 35% (Dec 2006)	Sept. 2007	
	b) The extent to which PDP producers are responsible for the production of basic education materials. (on 15 point scale: maximum 15)	Production (3/15)		>10/15	>13/15	No New data	June 2007
		Program quality (4/15)		>10/15		No New data	June 2007
		Mentor guide production (5/15)		>10/15		No New data	June 2007
		IT competency (8/15)		>10/15		No New data	June 2007
		Time/project management (3/15)		>10/15		No New data	June 2007
	c) Number of teachers [mentors] trained by USAID program (Overall all teachers: pre-service and in-service including FTI supported)	442 (2004)	5450	7340	M: 4,026 F: 2,909 6,935 (June 2007)	June 2007	
	c1) Number of pre-service teachers trained in IRI and community schools [REGULAR].	442 (2004)	2,000	<u>4,770</u>	M: 760 F: 559 1319 (June 2007)	June 2007	
	c1) Number of GRZ and Community school teachers trained in IRI methodology using FTI funds FY07.	*1236 (2006 in community school) *72 (2006 GRZ pilot)	4,000	To be established	M: 2,355 F: 1,944 4,299 (June 2007)	June 2007	
	C2) Number of in-service non-teaching staff in GRZ schools trained [other special programs]	1128 (2006)	1670	<u>2570</u>	M: 868 F: 406 1274 (June 2007)	June 2007	

Related to IR	Indicator	Baseline	Target (by 2007)	Target (by 2009)	Status	Next Update
IR 6.1.2 The Learners in IRI Community Schools perform as well as learners in other primary basic education schools.	Learners in IRI supported GRZ schools out-perform those in non-IRI supported schools.	English (To Be established)	English (performance percentage better than control schools)	English (performance percentage better than control schools)	<u>English</u> 35.2% IRI GRZ schools 27.9% Control GRZ schools (Dec 2006)	Dec 2007
		Mathematics (To be established)	Mathematics (performance percentage better than control schools)	Mathematics (performance percentage better than control schools)	<u>Mathematics</u> 54.6% IRI GRZ schools 43.1% Control GRZ schools (Dec 2006)	Dec 2007
	Learners in IRI supported Community schools out-perform those in non-IRI supported Community schools	English (To Be established)	English (performance percentage better than control schools)	English (performance percentage better than control schools)	<u>English</u> 32.9% IRI Community schools 25.4% Control community schools (Dec 2006)	Dec 2007
		Mathematics (To be established)	Mathematics (performance percentage better than control schools)	Mathematics (performance percentage better than control schools)	<u>Mathematics</u> 38.9% IRI Community school 28.1% Control community school (Dec 2006)	Dec 2007
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% (98/113)	>90	>90%	a) lesson preparation 94% (129/137) [March 2007]	Sept 2007
		b) interaction with learners 72% (81/113)	>90	>90	b)interaction with learners 70% (96/137) [March 2007]	
		c) use of materials in the guide 74% (84/113)	>90	>90	c)use of materials in the guide 80% (110/137) [March 2007]	
	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. [Sept 2006]	Sept 2007

Table B

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 More Orphans and Vulnerable Children go to school	Number of community radio stations promoting community participation in education.	6 CRS	8 CRS	10	11 (June 2007)	June 2007
Sub IR 6.4.2 More than 1,000 communities are better informed to support their children's basic education	Number of community members and learners participating in OVC Life Skills IRI program.	Number of teachers 0 (2006)	2,000	To be established	1410 M: 999 F: 677 (June 2007)	June 2007
		Number of community members 0 (2006)	3,000	To be established	1,895 M: 603 F: 1,361 (June 2007)	June 2007
		Number of children 0 (2006)	50,000 (In the broadcast catchment area).	To be established	M=1839 F=1605 (listening to the IRI OVC Life-skills in classrooms) [March 2007]	June 2007
	Number and percentage of Community School Support Committees (CSSC) that provide tangible support to the IRI Community schools	83/88 94% (June 2005)	>95%	>95%		