

EDC Support to Zambia's Ministry of Education

QUESTT

(Quality Education Services Through Technology)

QUARTERLY REPORT

JULY 1ST TO

SEPTEMBER 30TH, 2007

Submitted by: Education Development Center, Inc.

Funded by: USAID/Zambia

Associate Cooperative Agreement 690-A-00-04-00321-00

Contents

Abbreviations and acronyms	4
1. Executive summary	5
2. Project results.....	8
1.1 Number of IRI schools and learners	8
1.2 The extent to which EBS producers are responsible for the production of basic education materials	8
1.3 Number of teachers trained.....	8
1.4 Learning outcomes in IRI schools	8
1.5 Number and percentage of teachers demonstrating effective classroom instructional strategies.	9
1.6 Number of orphans using IRI programs	9
1.7 Number of community radio stations participating in “Learning Plus” initiative	9
1.8 Number of CSC that provide support to IRI schools.....	9
1.9 Number of community members and learners participating in the OVC Life Skills program.....	10
2. Overview of Activities.....	11
2.1 Development of programs and materials	11
2.2 Outreach.....	12
2.2.1 IRI training.....	12
2.2.2 Community sensitization	12
2.2.3 Monitoring the IRI program.....	13
2.2.4 POC/SEO Review and Planning Meeting.....	16
2.2.5 Partners’ Support	16
2.3 Small Grant Scheme	19
2.3.1 Introduction.....	19
2.3.2 Monitoring	19
2.3.3 2007 Grant Facility	21
2.4 Community Radio Stations	22
2.4 Community Radio Stations	22
2.4.1 Assessment.....	22
2.4.2 Listener feedback survey	23
2.4.3 Training.....	24
2.5 OVC Life Skills Program.....	25
2.5.1 Programs	25
2.5.2 Training.....	25
2.5.3 Staff training	26
2.5.4 Listener groups.....	26
2.5.5 Schools.....	27
2.6 IRI in Government Schools and community schools	28
Training of Lecturers in Colleges of Education in IRI Methodology.....	28
2.7 Achievement testing.....	29
2.8 Teacher education	30
2.8.1 Cell Phones for Teacher Education.....	30
2.8.2 Fastele! Fastele! radio program for teachers.....	30
2.8.3 Sample science lessons for grades 5 to 7	31
2.8.4 ZATEC by distance education for community school teachers.....	31
2.8.4 “IRIpods”	32
2.9 Monitoring and evaluation.....	35
2.9.1 Summary of activities	35

2.9.2 IRI Enrolment 2007	35
3. Special events and visits	36
APPENDIX A: Intermediate results <i>Table A</i>	38
Table B	40

Abbreviations and acronyms

CDC.....	Curriculum Development Center
CSC.....	Center Support Committee
DODE.....	Directorate of Open and Distance Education
DRCC.....	District Resource Center Coordinator
EBS.....	Educational Broadcasting Services
ECZ.....	Examinations Council of Zambia
EMIS.....	Education Management Information System
ESO.....	Education Standards Officer
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
ODL.....	Open and Distance Learning
OVC.....	Orphans and Vulnerable Children
PCV.....	Peace Corps Volunteer
PDP.....	Program Development and Production
PEO.....	Provincial Education Officer
POC.....	Provincial Outreach Coordinator
PRCC.....	Provincial Resource Center Coordinator
QUESTT.....	Quality Education Services Through Technology
SEO.....	Senior Education Officer
SESO.....	Senior Education Standards Officer
TED.....	Teacher Education Department
TESS.....	Teacher Education and Specialised Services
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. Executive summary

The production of the Grade 7 programs has proceeded at EBS with formative evaluation of the programs and revision. The last Grade 7 programs will be broadcast during October. As soon as the Grade 7 programs have been finalized, the producers will start work on the revised Grade 5 programs to be broadcast in 2009.

The national and provincial outreach staff have been concentrating on monitoring centers and community sensitization during this quarter. They found that all the centers have committees and many are active in building classrooms or starting income generating activities to support the mentors. There is, however, an ongoing need to encourage the communities to support their centers. The newly-appointed POC in Luapula province has continued to visit the districts in order to verify the existence of the centers and gather data on them.

The annual POC/SEO review workshop was held in July. At this workshop, the POC and the SEO from each province worked together to produce a joint work plan for their province. The workshop was run jointly by QUESTT and DODE, and the Director of DODE took the opportunity to emphasize that *Learning at Taonga Market* is a Ministry program and that SEOs must take responsibility for it. He also asked that IRI centers should be called community schools, since they operate in the same way as community schools.

QUESTT is promoting community involvement in education through working with CBOs, providing grants to communities and through programs on community radio stations. Fourteen CBOs, which support IRI schools and centers, received training in school management and finance, in order to enable them to support the schools more effectively. Additional CBOs will be trained during the next quarter.

The Grants Coordinator and the POCs continued to monitor the use of the 2006 grants and during this quarter 136 new grants were processed. The funds will be released as soon as the community committees have been trained in the use of the funds and how to keep financial records.

Nine community radio stations continued to broadcast weekly programs in the local languages to motivate communities to take an interest in the education of their children and to help them to understand what steps they can take in order to help. The other two stations had transmitter problems which have prevented them from broadcasting.

The OVC Life Skills program continues to make an impact in the Southern and Eastern provinces, with 661 schools and 313 listener groups now participating in the program. Training sessions were held for the ESOs and the ZICs in all the districts in order to ensure that they understood and supported the program. One-day road shows were held in Chipata and Livingstone to promote the program and provide additional training to participants. Two new producers have been appointed and the program will be extended to Radio Pasmé in Petauke and Radio Mano in Kasama, starting broadcasts in January 2008.

An OVC specialist from the National Aids Council was recruited to review the programs and training materials already produced and to advise on any revisions needed and the topics for the second year. He will report in October.

Although there has been no support from Celtel, the cell phone program has continued with ZATEC students from Kasama, Mansa and Mufulira colleges of education being trained in their use. The redesigned program simplified the equipment being used, eliminating the inefficient and expensive Fixed Cellular Terminals and using a basic phone which could not be blocked.

The new series of radio programs for teachers, *Fastele! Fastele!*, which is designed to promote professional development based on the twelve teaching skills of the SPRINT manual, have been produced by EBS and the broadcasting started in July after the Ministry paid the broadcasting fees for the twelve months from July 2007 to June 2008.

Training in the use of the Manual of Sample Science lessons for Grades 5 to 7 was given to 116 teachers in Lusaka, Mansa and Samfya districts. The training gave the teachers an opportunity to view the demonstration lessons on the CDs and prepare their own lessons using the same principles.

The development of the ZATEC Distance Education course for community school teachers has continued, although there is some uncertainty about the future of the full time ZATEC program. The modules have been drafted by lecturers from the colleges and the modules for the second term have been distributed to the teachers. Discussions have been held with the Examinations Council of Zambia to ensure that

the assessment procedures are acceptable but the task force established by Teacher Education to oversee the development of the program has not met yet. A proposed meeting with the relevant directors had to be cancelled as none of the directors was available, but letters outlining the program have been sent to the directors asking for their comments.

The supplementary teaching resources created to support Grade 6 IRI lessons were finalized and produced in m4 format. They were loaded onto the "IRIpods" and the teachers in Chongwe, Kafue, and Kalomo, who have been using the "IRIpods" since April, were trained in their use. The teachers reported that the solar panels were working effectively but four of the Weza generators were no longer working, so they were replaced with solar panels.

2. 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 237 IRI centers, 626 community schools and 737 GRZ schools has been collected.

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

The producers have completed the Grade 7 mentor's guide, although copies have not yet been printed. In the meantime photocopies are being supplied to schools. The producers are completing the production of the Grade 7 programs conducting formative evaluation and making final revisions to the programs.

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 27 points	Social Studies 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.

During the quarter, the results of the IRI community school and GRZ IRI monitoring reports were completed. The reports describe the learning environment, the level of teaching and learning materials and teacher practices and interaction with the learners in class.

The classroom observation records those teacher practices which are the recommendations for teachers using IRI programs. The table below shows the teacher practices for selected indicators resulting from 174 class observations in IRI community schools. The results indicate modest improvements in selected teacher practices, such as interacting with learners and maintaining a working radio.

Table: Teacher class performance trends 2005 to 2007

Item	Indicator	1 st half 2005	2 nd half 2005	2006	2007
1	Pre-broadcast	75%	73%	66% (91/137)	74% (128/174)
2	Lesson preparedness		87%	94% (129/137)	93% (162/174)
3	Post-broadcast	82%	78%	70% (96/137)	77% (134/174)
4	Use of mentors guide materials		74%	80% (110/137)	72% (125/174)
5	Interaction with learners		72%	70% (96/137)	74% (128/174)
6	Working radios	94%	83%	90% (188/210)	95% (248/261)

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

In Eastern province 177 listener groups have been formed and are active, while in Southern province there are 136.

A total of 661 schools are participating in the program: 10 in Kalomo, 275 in Chipata, 51 in Mambwe, 113 in Katete, 59 in Chadiza, 53 in Livingstone and 100 in Kazungula.

2. Overview of Activities

2.1 Development of programs and materials

The producers have completed the Grade 7 mentor's guide, although copies have not yet been printed. In the meantime photocopies are being supplied to schools. The producers are completing the production of the Grade 7 programs conducting formative evaluation and making final revisions to the programs.

The only grade which has not yet been revised in line with the revised Basic Education Curriculum is Grade 5. The revised scope and sequence of Grade 5 programs was completed in 2006 with the assistance of Fiona Edwards, and was put on hold until the Grade 7 programs were completed. The development and production of the revised Grade 5 programs will be started as soon as the Grade 7 programs are complete and the revised Grade 5 programs will be broadcast in 2009.

The Ministry's budget is inadequate for the printing of mentor's guides, with the result that a number of schools are using the programs without the guides. QUESTT will use some remaining FTI funds and AEI funds to print copies of the Grade 1, Grade 2 and Grade 5 mentor's guides for 2008.

The new studio equipment which has been ordered for EBS to replace the equipment, which was supplied five years ago, has been delayed as some of the equipment was not available. However the supplier has been requested to dispatch those items which are already available, as the breakdowns in the studio have caused delays in editing the programs.

2.2 Outreach

2.2.1 IRI training

Training was conducted by three provinces in the fourth quarter where the need for such was identified during monitoring activities. In Eastern province the main focus for the coaching was on class management, class participation and continuous assessment. In Northern the mentors were trained in the IRI methodology and the basic 12 skills in teaching sponsored by World Vision. In Western Province, although the POC reported that no face to face training was conducted, untrained mentors have been coached or oriented in the IRI methodology during their monitoring tours.

In Northwestern Province, the POC and MOE officials provided training in the use of IRI to 66 ZICs, who had not been trained during the major training exercise in January, to enable them to supervise and monitor the use of IRI lessons in their zones.

2.2.2 Community sensitization

In this fourth quarter POCs have conducted community sensitization workshops in three provinces involving a total of 213 men and 134 women.

In Western province at Mongu a total of 51 people (21 men, 30 women) were sensitized concerning the improvement of infrastructures and the issue of center/mentor support was tabled. They suggested IGAs like vegetable gardening so that money realized could support mentors and centers. Shangombo in Western is one of the most remote and least developed districts in Zambia. Many do not recognize the value of education, especially for girls. Teachers were encouraged to continue to sensitize learners and parents on the value of education. A total of 32 men and 28 women attended sensitization workshops in Shangombo.

In Northern Province in Kasama and Mungwi districts sensitization meetings were held to find means of maintaining and sustaining mentors. The communities of Lifuntu and Liwabwe resolved that each CSC member and family would contribute K20,000 (approximately \$5) to raise capital to sustain the mentors and assist the centers through the acquisition of a title deed for the school plot for Liwabwe so that residents do not encroach upon it. A total of 11 men and 4 women from these communities attended.

In Eastern province sensitization meetings were conducted in six districts encouraging communities to build better infrastructures. A total of 149 men and 72 women attended.

Over the past year a total of 1362 male community members and 1105 female community members were sensitized in the following provinces:

Number of People Sensitized by Gender and Province

Province	Male	Female	Total
Eastern	511	422	733
Northern	140	103	245
Western	155	145	300
North Western	142	169	311
Luapula	173	103	276
Central	135	101	236
Copperbelt	106	61	167
TOTAL	1362	1105	2467

2.2.3 Monitoring the IRI program

The POCs continued to visit IRI centers and community and basic schools to verify their existence and check on the implementation of the program. A total of 34 IRI Community Schools and 18 GRZ Schools were monitored in Northern, Eastern, Lusaka and Western Provinces during this quarter.

Eastern

A total of 17 IRI/Community Schools and 4 GRZ Schools were monitored in Eastern Province.

In Chama District mentor support remains inadequate and poverty is prevalent in community schools. Communities are putting up traditional houses for mentors in community schools and have bought materials for infrastructure development. The three community schools visited have very good IGAs such as vegetable, cassava and cotton growing.

Most teachers serving in IRI community schools are have not completed secondary school and many lack IRI training.

At Kambombo Basic School, there is an adult literacy class of 15 women aged 25-37 years. The purpose of this class is functional literacy and numeracy.

Northern

In the 7 IRI/Community Schools monitored in Northern Province, grade 1 enrolment had increased and attendance had improved.

Western

A total of 5 IRI/Community Schools and 4 GRZ Schools were monitored in Western Province.

Implementation of LTM was delayed in Shangombo because of delayed distribution of radios and mentors guides due to the floods as roads were impassable. Bicycles have not yet been distributed to the ZICS.

In Shangombo District each community has managed to build classrooms of poles and mud for the learners as well as teachers' houses at the schools. Older learners, some as old as 30, were found sharing classes with younger children.

Mboiwa Community School is using a local stone as a substitute for chalk. The CSC chairperson usually accompanies the teacher and pupils in digging the stone. This use of local resources to solve a problem of inadequate materials could be copied by others.

At Kamilulu Community School in Western Province eight girls have left due to pregnancies so far in 2007. This underscores the need for the development of Life Skills lessons from an early age and community sensitization concerning the importance of girls finishing basic education.

Although Shangombo is called a "silent district" due to its geographical remoteness and the difficulty of its terrain, the district is doing better than expected. Mentor training for untrained mentors and sustained monitoring will continue to improve performance. All IRI Community Schools own land and have at least temporary classroom structures and teachers' houses. No center is operating in a church or under a tree. There remains a lack of teaching and learning materials in IRI Schools.

Lusaka

In Lusaka Province a total of 5 IRI Community Schools and 10 GRZ Schools were monitored.

In Luangwa all schools have received radios and mentor's guides.

Mangelengele Community School is doing extremely well. It has been supported with teaching and learning materials and four teachers are trained in the IRI methodology. Part of its success is due to its proximity to Mwavi Basic School which was a pilot school in the original LTM program.

Luapula

Luapula Province's new POC continued the verification of 115 functional centers. It was found that 239 mentors (74 women, 165 men) have not been trained in the IRI methodology.

Over the past year a total of 338 centers in 66 districts were monitored by QUESTT and MoE officials, as indicated in the following table:

Province	No. of Districts Monitored FY07	No. of Centers Monitored FY07
Copperbelt	10	42
Northern	10	55
Lusaka	4	15
Western	6	56
Luapula	7	42
North Western	7	25
Eastern	7	40
Southern	10	30
Central	5	33
Total	66	338

Comments and concerns:

CSCs have been formed in all IRI community schools. These committees have worked with the communities to demonstrate a commitment to the education of their children. Money has been raised to build structures (both schools and teacher houses), to support mentors and to acquire land title for the schools. Some communities have even sponsored their mentors to train in the ZATEC program. Some CSCs have managed to source for funds from other NGOs to assist their schools in developing infrastructure, drilling boreholes and starting IGAs.

Achievement results for Grade 1 and Grade 2 learners in IRI Community Schools showed that they perform less well than do their counterparts in GRZ schools in Zambian languages. It is hypothesized that this is because there are few or no reading materials available in local languages in many schools. This quarter UNICEF supplied trunks of reading books which QUESTT helped to deliver to 100 community schools and IRI centers in Lusaka and Southern Provinces. QUESTT has also purchased 17,507 simple reading books in seven local languages from those approved by the Ministry for use in grades 1-4. A total of 500 centers will be supplied with these readers in the next quarter, in order to improve the literacy skills of the learners.

Poor radio reception continues to affect learning, especially in more remote areas. Alternatives such as the *IRIpod* as a means of delivering lessons will continue to be explored.

There is need for increased monitoring by MOE officials and provision of adequate teaching and learning materials to community schools. District Training Teams should train the basic school head teachers in IRI methodology. ZICs should incorporate experienced mentors in the training and support of IRI teachers.

2.2.4 POC/SEO Review and Planning Meeting

In July QUESTT, in conjunction with DODE, organized the annual five-day review and planning meeting for Senior Education Officers for Open and Distance Learning (SEOs-ODL) and Provincial Outreach Coordinators (POCs) to review activities of the past year and develop work plans for the coming year. Joint work plans were developed for each province for the rest of 2007 and for 2008.

The Director DODE emphasized that *LTM* was a MOE program and that SEOs are expected to take the lead in sustaining the program. They must budget for it, collect and submit accurate data on their provinces and participate fully in monitoring the program in both GRZ and community schools. He also recommended that IRI centers be known as community schools.

2.2.5 Partners' Support

a. Partnership Development

The National Partnerships Coordinator visited Northwestern, Western, Northern and Copperbelt provinces to monitor the training of CBOs and to look for new partners.

Northwestern Province

Kabompo AIDS Program (KAP) manager met with the Partnerships Coordinator on 13th September 2007 in Kabompo District. They would like to work with QUESTT in the area of care and support to OVC through healthy living, HIV/AIDS prevention and advocacy.

Discussions were held with Zambia Youth Organisation (ZAYO) in Zambezi to solicit support for the *LTM* program and OVC in IRI community schools there. ZAYO is a locally-based micro-credit organization that lends money for small scale businesses to local people. Although they are currently inactive due to unreturned funds, they may be willing to give small business credits to those running the community schools and IRI centers in the future.

Zambezi Development Trust (ZDT) is a locally based NGO formed in 1992. It offers a variety of courses for skills training for youth and children out of school. The manager showed interest in including *LTM* in their support.

The New Start Center in Solwezi District confirmed that they are willing to assist mentors and children in IRI centers and community schools. The officer explained that a memorandum of understanding between MoE and New Start has been signed. New Start provides advocacy and sensitization of communities on HIV/AIDS and mobile VCT services. They agreed to provide the same services to mentors and teachers in community schools.

Copperbelt Province

Outreach Partnership Coordinator met with Teachers' Against HIV/AIDS Network (TAHAN), which continues to support five IRI Centers with school and learning materials. They have the potential to provide capacity building for communities undertaking IGAs.

Young Men Christian Association (YMCA) in Kitwe continues to provide education through one of their centers in Kitwe to more than 50 pupils. They also provide school materials and clothing to OVC. They will extend their services to those in other IRI schools in the future.

Eastern Province

In Eastern Province, the two POCs have continued to work with cooperating partners in the management of *LTM*. They work with World Vision, World Food Program (WFP) and Eastern Province Women Development (EPWD). World Vision supports the distribution of education materials benefiting 8,000 learners while WFP provides food to OVC benefiting 5,000 learners. EPWD distributed radios to IRI centers benefiting 5,000 learners.

Northern Province

The POC has been networking with three World Vision branches in the Province who support IRI/community schools in various districts in the Province. When he monitors centers within their catchment area, World Vision will provide fuel and lunch allowance.

World Vision has supported two schools at Chawa and Yolo in infrastructure development by providing cement and 20 desks and supporting the construction of 4 toilets.

Western Province

Project Concern International (PCI) has supported IRI schools in the provision of foodstuffs for learners and community members in Western province. PCI has also worked with the Mongu General Hospital to provide VCT. PUSH has assisted Kayeo and Lyande IRI Community Schools in Lukulu District in constructing wells at the two centers. Western Province Dorcas Women fundraise to support IRI centers through the production of mats and the cultivation of a rice field.

Central Province

CARE has supported four Community schools in the construction of classrooms and provision of learning materials. They have earmarked funds for further financial and material support in other IRI schools.

b. Training of CBOs

In the report for the last quarter, details were given of the training for CBOs which was to be conducted during this quarter. A total of 232 members of 15 CBOs have

now been trained in eight provinces. Luapula province has not trained any CBOs as there is a lack of CBOs supporting IRI schools.

Province	Name of CBO trained	F	M	Total
Lusaka	Holy Savior	13	6	19
	Mwachiavwa Orphan Comm. School Organ.	4	3	7
	Subtotal	17	9	26
Southern	Livingstone Women Make A Difference (LIWOMADI)	17	3	20
	Subtotal	17	3	20
Northwestern	Kabompo AIDS Program (KAP)	7	14	21
	Save the Environment People's Agency (SEPA)	9	14	23
	Subtotal	16	28	44
Central	Buyantanshi Open Community School Organisation (BOCSO) 27 th -28 th August 2007	8	4	12
	Grace Orphanage 29 th -30 th August 2007	7	4	11
	Subtotal	15	8	23
Western	Nzuli Sisters' Fellowship in Senanga District	12	0	12
	Mbeta in Mongu District	7	3	10
	Subtotal	19	3	22
Northern	Musenga Nutrition Care Group.	10	10	20
	Kasenga Twafwane Support and Care Organization	8	12	20
	Subtotal	18	22	40
Eastern	Tingwilizane Cluster CBO (Chipata)	5	17	22
	Mwase Mentors' Committee (Lundazi)	5	16	21
	Subtotal	10	33	43
Copperbelt	Zambia Education Development Advocacy Organisation (ZEDAO)	2	3	5
	Interdenominational Christian Care Organisation (ICCO)	5	4	9
	Subtotal	7	7	14
Number of people trained		119	113	232

2.3 Small Grant Scheme

2.3.1 Introduction

The major activities undertaken during this period include monitoring of community projects and processing of grant applications for 2007. The aim of the grant scheme is to improve the learning environment of community schools and to provide sustained support to mentors. The assessment indicates that there is improvement of the learning environment with communities that are undertaking projects to repair learning structures. The funds have enabled communities to construct new school structures and rehabilitate and complete unfinished ones. A good example is the progress that has been achieved in Northwestern province. The centers at Kakonge, Disamba and Kifuwe West have been able to improve the school structures by fitting doors, windows and roofing. The communities have also been able to acquire classroom furniture such as tables, chairs and black boards. Other centers have been able to construct inexpensive but relatively strong and permanent learning structures as in the case of Chinwandumba.

With regards to the provision of sustained income to mentors, most income generating projects are in their infancy and have not reached the break even point. However, most of the projects are showing positive progress. Among the centers that are showing positive progress include Chempausha, Kachomba, Muntimpa Kafinsali, 21 Miles and Chibengelele. Chempausha is undertaking a tailoring project and expects to make 33 pairs of uniforms to sale. Kachomba is growing vegetables which include onions, cabbage, rape and tomatoes and has 19 goats. The centre was visited by the USAID SO6 team on the 28 September, 2007 and the team was satisfied with the progress achieved. Muntimpa Kafinsali and 21 Miles have both embarked on poultry projects. The centers are rearing 100 and 50 chickens respectively and both expect to make profit.

2.3.2 Monitoring

Monitoring of community projects is based on three premises:

- Level of progress of the projects, assessed against the achievement of the milestones outlined in the grant contract.
- Expenditure of funds to determine the utilization of grant funds in accordance with budget allocations.
- Identification of challenges and problems with the aim of providing recommendations to enhance the management of projects.

Summary of Findings

- The projects that were monitored include those in Southern, Central, Copperbelt, Lusaka and Northwestern provinces.
- Most of the communities monitored have progressed well. A total of 18 communities were monitored and eight of these communities have successfully completed the tasks under the second milestone and have been

paid the second installment to undertake activities under the third milestone. Two of the communities have completed tasks under the second and third milestones and have been paid the last installment to undertake activities under the fourth and last milestone. Two communities are still undertaking the second milestones.

- Four of the communities have not started implementation of their projects
- Two of the communities have misappropriated the funds.

No	Name of IRI Center	Milestone Two	Milestone Three	Comment
1	21 Miles	Purchase of chicken & feed	Sale of chickens & purchase carpentry materials	Community reared & sold out 50 chickens
2	Muntipa Kafinsali	Construction of chicken house. Purchase of chickens and chicken feed	Making bricks for a permanent structure	The community is rearing 100 chickens
3	Pilyeshi	Purchase iron sheets, vegetable garden & prepare garden	Purchase 2 doors, 3 window frames & cement to finish construction	Community is growing vegetables & has bought iron roofing sheets, doors & timber
4	Chempausha	Purchase 2 sewing machines Transport of machines	Purchase 250 meters cloth & thread	Community purchased two sewing machines, materials, scissors, materials, buttons & tapes
5	Itezhi tehzi	Construction of kraal and purchase of cattle	Transport cattle to site	No progress
6	St. Agness	Purchase iron sheets & cement	Purchase of pigs & feed	No progress
7	Kamwendo	Purchase 2 pigs, feed and poultry	Purchase fertilizer, maize seed & feed	No progress
8	Cheelo	Construction of tuck shop Purchase of maize field	Sale of maize to FRA & opening of tuck shop	Community harvested 14 x 50 kg bags of maize. Tuck shop is non existent
9	Hanamaila	Preparation of maize field Purchase of fertilizer and seeds	Planting of maize seeds and weeding of maize	Community harvested 8 x 50 kg bags of maize but half of the grant was misappropriated
10	Kachomba	Preparation of garden and plant vegetables Purchase goats	Sale of vegetables & rearing of goats & utilizing profits for building a classroom	Community is growing vegetables & has 13 goats
11	Chipembele	Purchase and resale of maize	Purchase of materials for classroom block	The community has purchased 47 x 50kg bags of maize & sold 40 bags to FRA but has not yet been paid.

No	Name of IRI Center	Milestone Two	Milestone Three	Comment
12	Kifuwe West	Purchase 2 doors, 2 door frames, 4 window frames, 4 window shutters, 12 hinges, 4 sliding bolts, 64 wood screws, 5 liters clear vanish, 2 mortise locks, fitting doors to the building and transportation of items to the center	Purchase 2 tables, 5 table chairs, 1 chalk board, 1 cupboard, 2 board erasers, 1 board ruler, 3 liters board paint & brushes	Completed 2 nd milestone & have been given 2 nd allocation to complete milestone 3
13	Chinwandumba	Buying 80 bundles of thatch grass, 100 wood poles, 20 bundles of wattle, 2 doors, 2 door frames, 5 window frames, 5 window shutters, 14 hinges, 46 wood screws, 2 mortise locks, 4kg wire nails, transport and construction of roof	Purchase 2 tables, 5 table chairs, 1 chalk board, 1 cupboard, 2 board erasers, 1 board ruler, 5 liters vanish, 3 liters board paint, 2 brushes & transport	Completed 2 nd milestone & have been given 2 nd allocation to complete milestone 3
14	Disamba	Purchase 4 doors, 4 door frames, 9 window frames, 9 window shutters, 36 hinges, 9 sliding bolts, 120 wood screws, 1 cupboard, 5 liters clear vanish, 4 mortise locks, fitting doors to the building and transportation of items to the center	Purchase 3 tables, 3 table chairs, 2 chalk boards, 2 board erasers, 1 board ruler, 5 liters board paint, 2 paint brushes & transport	Completed 2 nd milestone & have been given 2 nd allocation to complete milestone 3
15	Kakonge	Purchase 3 doors, 3 door frames, 7 window frames, 7 window shutters, 21 hinges, 9 sliding bolts, 168 wood screws, 1 cupboard, 5 liters clear vanish, 3 mortise locks, 2 paint brush and transport	Purchase of 2 tables, 3 tables, 1 chalk board, 2 board erasers, 2 board rulers, 7 sliding bolts & transport	Completed 2 nd milestone & have been given 2 nd allocation to complete milestone 3
16	Lunga	Purchase of 25 iron sheets and transporting to the center	Completion of the roof	Purchased a total of 30 iron sheets but have not constructed the building
17	Chibengelele	Purchase goats, chickens, chicken feed and mealie meal	Buy packaging material & production for goat meat & milk	Community has purchased goats and chickens
18	Kamanga			No progress

2.3.3 2007 Grant Facility

A total of 136 applications from communities in Eastern, Luapula, Northern, Northwestern, and Western provinces have been processed and approved totaling about \$270,000. The communities awarded the grants will be trained in record keeping as soon as the POCs have completed the testing of Grade 4 children. A standard training manual has been developed for this purpose.

2.4 Community Radio Stations

2.4.1 Assessment

In July and August, the Community Radio Coordinator visited nine of the eleven community radio stations to assess progress and the success of the 'Education for All' broadcasts. Chikaya and Mkushi had problems with their transmitters but the other stations were broadcasting successfully. The producers reported that the use of the local languages in the broadcasts had elicited a positive response from the listeners. The POCs and producers are receiving feedback from listeners, which indicates an increased listenership, and enables them to improve the programs. The training they received at the beginning of the year has helped them to produce relevant programs and improve the quality of the programs.

The Coordinator found a disheartening lack of interest in education in places where there is no radio coverage as opposed to those where there is radio coverage. Those who listened to the programs were able to express their opinions on the topics covered and expressed happiness at the re-entry policy for girls, the promotion of adult literacy and special education. They agreed that the success of any school was dependent on the Centre Support Committee. In general, communities within radio coverage are actively supporting educational goals and policies, perhaps because they have had the privilege to listen to education officials and stake holders.

Radio Chikuni has not faltered in its quest for education and zero tolerance for illiteracy. The listener feedback from the communities visited was overwhelming. At one school we found a 69-year old man in a grade seven class full of teenage learners. This was just one of many adults whose interest in education has been realised by learning through radio.

The most improved community radio station is Maranatha. The producers have completed the 30 'Education for All' programs scheduled for this year, and the station producers will continue to produce new programs. Maranatha is a new station that only joined the project in 2007.

The expansion of Radio Maria's coverage has been welcomed by the local people who continue to phone in and text when the QUESTT-sponsored programs are late.

Despite the suspension of the Director and Programs Manager, Radio Mano has done well and the programs have been running according to schedule. The station has welcomed the OVC program which will be introduced at the station and plans to allocate office space have been made.

Those at Mazabuka have at last found their footing and programs are running according to schedule.

Radio Yatsani has been successful in reaching communities in Lusaka, Chongwe, Chibombo and Kafue who have been profiled on the programs and have received responses from the communities.

The Ministry officials are happy with CRS Partnership and especially with the IRI roll out in government schools.

Among the challenges identified are the poor management and internal interference from board members of community radio stations. Radios Chikaya and Mkushi are examples. Though Chikaya has been on and off air, Radio Mkushi has not aired a single program this year due to a technical fault that hit the transmitter. These issues will be addressed at the next training course, which will include the managers as well as the producers.

A further problem has been the delay in acquiring new equipment for the EBS studios as this has delayed the supply of the Grade Seven lessons to Chikuni. The supplier had difficulty obtaining all the items required and has been waiting until they were all available before shipping the consignment.

2.4.2 Listener feedback survey

The producers at the community radio stations were requested to conduct a listener feedback survey to assess the extent to which communities listened to the 'Education for All' programs, the impact of the programs and whether a profile of the listeners at the new stations revealed any differences from those who had been listening to the programs for the past three years.

The survey revealed that 75% of the respondents had heard of the program 'Education for All'.

Generally, respondents found the issues discussed and aired on these programs to be interesting and enjoyable. The importance of education, particularly adult education, was the issue that was singled out to be interesting across all the provinces. However, others which talked about issues of community participation and early marriages proved to be interesting and useful to the community.

This information was seen to be useful as these programs also talk about issues of defilement, HIV/AIDS and early marriages, which are common issues in most communities. When asked what other issues they would like introduced on 'Education for All' programs, listeners said programs on child abuse, sexual abuse and HIV/AIDS should be produced.

The Listener Feedback Survey also revealed that 85 respondents (75%) talked of receiving information that gave them ideas on activities they can embark on in their communities, after listening to some of the 'Education for All' programs. Furthermore 69 (61%) reported taking action as a result of the information received from these programs. The action mainly consisted of participation in community

activities such as the construction of school classrooms and volunteering to teach in community schools. Others listed encouraging others to take their children to school.

On whether there is anything wrong with the program, 92% (100) of the respondents said there was nothing wrong with the program.

Respondents also gave suggestions on the different topics to include in the programs. Some of the suggested topics were topics on corruption, HIV/AIDS and civic education.

2.4.3 Training

The Community Radio Coordinator participated in a training program organized by Media Development Office in collaboration with Swedish International Development office (SIDA) and Swedish radio. The training targeted media specialists working in managerial positions in broadcasting organizations and radio stations from Asia and Africa. The 24 participants were selected from 1,500 applicants and came from Indonesia, Mongolia, China, Bhutan, Vietnam, Philippines, Thailand, Nigeria, Namibia, Republic of South Africa, Uganda and Ethiopia.

The program, which was designed to meet the needs of the participants, included an introduction to public service broadcasting, production of programs, audience research and listener feedback, management and leadership and gender and diversity. The participants all produced an action plan for the development of something missing in their workplace.

2.5 OVC Life Skills Program

2.5.1 Programs

A total of fourteen 30-minute feedback programs were produced and broadcast during the quarter by Radio Maria and Radio Mosi O Tunya. Radio Maria also broadcast a reinforcement program to refresh listener groups on the objectives of the program and their responsibilities. During the school holidays Radio Mosi O Tunya aired competitions to assess listenership and listeners' views of the dramas.

The feedback programs always feature local experts on the topics. For example, the program on nutrition on Radio Maria featured two agricultural experts discussing crop and animal husbandry, members of a home-based care group talking about the production of vegetables for OVC and an agricultural researcher describing how to maintain a healthy diet by keeping a garden.

During the program on common diseases, a nurse from the hospital explained the causes of malaria and diarrhea and advised listeners how to avoid them. The program on visiting a clinic featured two staff of a local clinic who described the dangers of relying on self-medication using drugs from a pharmacy

In September, Mr. Confucious Mweene, an OVC specialist from the National Aids Council, was recruited to review the existing programs and make recommendations on improvements and the development of the program for the second year. He will complete his consultancy in October.

2.5.2 Training

Road shows for listener groups were held in both provinces. The aims of the shows were to establish a link between the community representatives and teachers through using popular theater, to orient participants on the OVC program and to collect feedback from implementers. The first show took place in Livingstone on August 24. There were 125 participants. On August 31, 137 representatives from Chipata and Chadiza were trained while 49 from Katete and Mambwe were trained on September 1. Both the Livingstone and the two Chipata shows were facilitated by OVC professionals from Society for Family Health, New Start Centre, Care International, Sexual and Gender Based Violence and other NGOs. The workshops were spiced up by the actors from Terrycan Consultants - Henry Phiri, Joseph Tembo, Sheba Banda, Shupe Banda, who are the actors in the drama programs.

Apart from the use of popular theater to advertise *Our Family*, the Road Shows dealt with key messages from *Our Family* including: succession planning, writing wills, caring for the dying, preparation for death, orphans and vulnerability, support to OVC and the issue of providing care to OVC.

Zonal In-service Coordinators and Education Standards Officers in the Ministry of Education were trained in the use of the OVC Interactive Radio Instruction program.

This was a measure taken to fill the gap because initial teacher orientation workshops omitted zonal staff and standards officers who are involved in monitoring. The training was also aimed at counteracting any negativity which some teachers might have had towards the program and at making them appreciate that it is a Ministry program. The targeted participants were District Education Standard Officers, District Resource Coordinators, Zonal Head teachers, Zonal In-Service Coordinators and School In-service Coordinators.

In Mambwe the workshop was held on July 21 and attracted 15 participants out of the expected 18. All Zonal head teachers and ZICs attended. The Acting ESO-General, DESO, and the Assistant DRCC represented the MOE.

In Chadiza the workshop was held on July 24 and was attended by 25 participants. The MOE was represented by the DRCC.

In Katete the workshop was held on July 26 and was attended by 46 participants. The MOE was represented by the ESO-Special Education, ESO-General, and the Assistant D.R.C.C.

In Chipata the workshop was held on July 28 and was attended by 45 participants.

In Livingstone the training took place on July 17 and was attended by the ESO-ODL. 34 participants attended.

In Kazungula the training involved 31 participants with the Guest of Honor being the Provincial Education Standards Officer.

2.5.3 Staff training

Two new producers were recruited during the quarter and were oriented into the program. Paul Daka will work with Radio Mano in Kasama. Francis Phiri will take over in Livingstone from Cuthbert Banda, who will move to Radio Pasmé in Petauke.

Alvaro Cisneros, EDC Media advisor, conducted a three-day production skills workshop for the four producers, covering the production of dramas and the use of Adobe Audition.

2.5.4 Listener groups

During this quarter, listener groups were visited by the two producers for the activities listed below:

- Checking and collecting feedback forms,
- Training members on writing feedback,
- Resolving listener group problems, mostly hinging on radio ownership squabbles,
- Checking radio reception and physical status of windup radios,

- Getting stories of psycho-social help to OVCs.

In Southern province 23 listener groups with an average attendance of 20 members each were visited while 6 new listener groups were established. 575 care givers were contacted during the visits. The 136 radio listener groups in Southern Province have a combined membership of close to 2000 care takers.

39 more listener groups were formed in the Eastern province. 36 of these groups were in Chipata, 2 in Katete and 1 in Chadiza. A total of 22 groups were visited for program recording and monitoring, nine in Chadiza, six in Chipata, five in Katete, and two in Mambwe. With any one group having on average twenty to twenty-five members, close to a thousand care takers were visited in their various groups. Eastern has now 177 active groups, representing 3000 active care takers.

During listener group visits, stories are told of how OVCs have started to receive a sympathetic hearing from communities on issues ranging from child labor to sexual violence.

2.5.5 Schools

During this quarter, 78 schools were visited:

- during the actual broadcast of the school based program,
- when recording feedback sound takes from teachers and pupils,
- when collecting school enrollment data for the school,
- during routine monitoring visits to listening groups near the schools.

All the schools visited were implementing the OVC program. Each of the 25 schools visited in Southern province had one class implementing with at least forty learners. A total of 53 schools were visited in Eastern province: 35 in Chipata and 15 in Chadiza, and 3 in Katete.

A total of 661 schools are participating in the program: 10 in Kalomo, 275 in Chipata, 51 in Mambwe, 113 in Katete, 59 in Chadiza, 53 in Livingstone and 100 in Kazungula.

2.6 IRI in Government Schools and community schools

Training of Lecturers in Colleges of Education in IRI Methodology

The ten GRZ colleges of education providing initial training for teachers for basic education have trained their lecturers in IRI methodology. This will allow all future cohorts of new teachers to be trained in the methodology prior to their entry into teaching positions in Community and Government schools. Two of the specialized colleges of education, NISTCOL, the National In-service Training College, and ZAMISE, Zambia Institute for Special Education, have not yet trained their lecturers.

2.7 Achievement testing

During the quarter the drafts of the 2006 Grade 2 and Grade 3 IRI Evaluation Reports were finalized by Dr. Kathleen Letshabo of EDC.

As reported last quarter, the results of the learners in the IRI community schools were much better than the learners in the control community schools. In Grade 3 in Math the learners in IRI schools performed more than 10 percentage points better than those in control schools. In English, IRI learners achieved results 7% higher than those in control schools (25.4%). In Social studies the IRI learners scored 6% higher than control learners.

During this quarter, plans were finalized for 2007 IRI achievement testing at Grade 1 level in GRZ schools and at Grade 4 level in IRI Schools. The testing will begin in October. The districts chosen for the testing of Grade 1 learners in GRZ schools in Central and Copperbelt Provinces are Chibombo and Serenje, Masaiti and Mufulira respectively. The results of these tests will indicate the effect of the expansion of IRI into GRZ Grade 1 classrooms this year.

Grade 4 IRI learners will be tested in IRI schools in the Northern, Western, Eastern and North-Western provinces. While such assessment has been done in the three earlier grades and in Grade 5 (in the National Assessment), this is the first time that the project will be testing the achievement of Grade 4 IRI learners.

Grade 4 trial testing was carried out from September 3 to 9 in three schools in Lusaka, one in Kafue and one in Chongwe. Four tests in English, Mathematics, Science and Social Studies were administered to determine the fairness and appropriateness of the test instruments.

Following the testing the testing committee met to review results. Subsequent revisions were made to the instruments. This included revisions in test format as well as the content of some questions. The revised tests were trial tested in one school in Lusaka prior to the training of testers held at the end of the month.

The training of trainers was facilitated by QUESTT M&E and Teacher Education personnel, assisted by EDC M&E and Research Specialist, Dr. Letshabo, on September 27 and 28 in Lusaka.

Achievement testing will take place in the first three weeks of October in the above mentioned areas. Draft results of the testing should be available by the end of the next quarter.

2.8 Teacher education

2.8.1 Cell Phones for Teacher Education

The re-designed pilot on the use of cell phones involved the addition of lecturers and ZATEC students from a third College of Education at Mufulira and District Resource Centers in Mpika and Serenje, in addition to the lecturers and students from Kasama and Mansa Colleges of Education. Ten C118 cell phones and ten SIM cards were distributed to Mufulira College of Education, one C118 cell phone and one SIM card to Serenje DRC and one C118 cell phone and one SIM card to Mpika DRC.

Training in the re-designed program for 44 participants took place on August 20 and 21 in Lusaka at Pre-Cem Motel. 16 ZATEC students, 18 Study Area Coordinators, 3 experienced school coordinators, 5 District Resource Center Coordinators and 2 Provincial Center Coordinators attended the training, representing 15 males and 29 females. The redesigned program simplified the equipment being used, eliminating the inefficient and expensive Fixed Cellular Terminals and using a basic phone which could not be blocked.

The training was successful, thanks to the contributions of Student Partnerships Worldwide in listening and referral skills, the PRCC from Serenje and DRCCs from Mkushi and Mpika, who implemented the cell phone program in 2006

A major challenge of the training was the failure to follow through with promises of equipment and training from Celtel. Celtel has not provided the phones or SIM cards that they had promised. The issue is being taken up with Celtel management¹.

2.8.2 Fastele! Fastele! radio program for teachers

The program *Fastele! Fastele!* promotes continuing professional development of teachers with classroom and management skills based on the twelve teaching skills of the SPRINT manual.

MoE Teacher Education Department paid approximately \$6,000 for to ZNBC for airtime for *Fastele! Fastele!* radio program for the period July 26 2007 to June 1 2008.

Teacher Education worked with EBS to produce and record 23 *Fastele! Fastele!* radio programs for broadcasting between July to December 2007. The first program was broadcast on July 26 and 29 on ZNBC Radio Two. Each program will be broadcast twice per week in the effort to maximize listenership.

Teacher Education also designed a new *Fastele! Fastele!* brochure outlining the new topics for July to December 2007 programs. Copies of the brochure are being distributed at the district level.

¹ A letter of complaint was written September 18th to Celtel's Marketing Director and Public Relations Manager outlining the Project's dissatisfaction with their participation in the pilot to date.

2.8.3 Sample science lessons for grades 5 to 7

From July 16 to 19 Teacher Education Coordinator Francis Sampa traveled to plan the training of community school and GRZ teachers on Sample Science Lessons for Grades 5-7 teachers in Lusaka, Samfya and Mansa districts. Guidelines and information were shared on the type and the number of teachers to be trained, venues and funding for training, roles of district and provincial teams and how the funds for training were to be retired.

The first training on Sample Science Lessons was conducted in Lusaka from August 8 to 9, facilitated by six officers from CDC and QUESTT. A total of 27 teachers (19 female, 8 male) from Community and GRZ schools in Lusaka were trained. DESOs, DRCCs and ZICs from Mansa and Samfya were trained as district trainers and later facilitated the sessions during the training in their districts.

The second training was conducted in Samfya and Mansa from August 15 to 19 for 89 teachers (27 female, 62 male).

During the training, 140 copies of the *Sample Science Lessons for Grades 5-7* booklets, 8 CD-ROMs with six demonstration lessons and 44 training manuals were distributed to the DESOs who served as training team leaders. All districts found the lesson demonstrations on CD-ROM very useful for training. All 27 ZICs from Mansa and Samfya requested CD-ROMs.

Samfya asked to train more teachers at their own expense. To that end 50 copies of the *Sample Science Lesson Plans for Grades 5 to 7* were sent to Samfya.

2.8.4 ZATEC by distance education for community school teachers

By the end of the previous quarter the majority of draft modules for the Distance Education model of the Zambia Teacher Education Course (ZATEC) had been submitted to QUESTT. In July a one-day validation meeting was planned with the writers and officers from Curriculum Development Center (CDC) and NISTCOL. Copies of the module were distributed to the MoE officers two weeks before the July 28 date. The one day allotted proved to be insufficient, however, as participants had not previewed the materials beforehand. Revised modules were submitted to the project within two weeks, with the recommendation that they be issued as Draft modules to the Colleges of Education and be resubmitted to CDC content specialists and ODL experts before final MoE approval.

Copies of modules for the five study areas for the second term of the training, which began in April in 8 Colleges of Education, were printed and distributed to the colleges. They will be distributed to the 458 Community School Teachers registered in the program through the District Resource Centers.

Since the Task Force on ZATEC DE training for Community School Teachers, formed in June by the Chief Education Officer of Teacher Education, has to date not met, QUESTT has sent copies of the description of the initiative, which received the approval of the Permanent Secretary in March, to the Directors of Teacher Education and Specialised Services, Standards and Curriculum, and Open and Distance

Education for their comments. The COP, DCOP and Teacher Education Coordinator met the Director of the Examinations Council of Zambia on September 19 to brief him on the program and to ensure that the included evaluation activities of the students met with the expectations of the Directorate.

The required process for finalization of modules remains unclear. It is important that this process be made explicit without delay, so that the remaining modules can be prepared for printing and distribution over the next two months.

At the heart of the uncertainty around this initiative is the redefining of what the Teacher Education course should involve. Informal reports say that beginning in January, 2008, students will be recruited for a two-year on-campus program, with one 6-week teaching practicum per year, instead of the present one-year on-campus program followed by one year practice in schools.

2.8.4 “IRI pods”

In April twelve community school teachers in three districts were provided with iPods, speakers and alternative energy sources and trained in using them for delivery of IRI. July marked the end of the first school session where their Grade 6 learners had been taught using these MP3 players.

As well, the supplementary teaching resources created to support Grade 6 IRI lessons in English, Mathematics and Science were finalized and submitted to Lusaka-based *Full Blown Productions* to be produced in m4 video format.

On August 23 and 24, teachers from Chongwe and Kafue districts, their Provincial Outreach Coordinator, Zonal Inservice Coordinators, the DESO from Kafue, the Peace Corps Volunteer (PCV) for Chongwe and a representative from DODE were trained at Pre-Cem Motel in the use of this virtual library of teacher resources that was uploaded onto each iPod. All had the opportunity to explore a number of resources, to understand the link between the resources and the specific lessons they were associated with and to practice preparing post-broadcast lessons based on the resources.

The meeting also provided a valuable opportunity to look back on the experiences of the previous term. Overall, teachers were very satisfied with the medium of the iPod to deliver IRI lessons. They cited such advantages as:

- the ability to choose a broadcast time that fit their personal timetable;
- the ability to pause and replay segments to ensure learner understanding;
- the ability to redo lessons for learners who had been absent or needing remedial help;
- the perception of improved regular attendance.

An additional focus of the workshop was on the development of critical reflection on the part of the teachers. The reflective journals they had begun in April were

examined, discussed and responded to by the workshop animators and the MoE/PCV monitors. A number of strategies and activities focusing on reflection and teaching improvisation to improve their lessons were shared.

The Chongwe and Kafue teachers also expressed satisfaction with the solar panels and batteries that had been provided to them for charging the iPod and powering the speakers. Other than a reported reduction in the speaker volume due to less power generation during cloudy days, there were no incidents or disadvantages of the system reported.

September 13th and 14th, the same workshop was repeated in Kalomo for the Community School Teachers using the *IRIpod* there and the MoE officials and PCVs who monitor their classes. As in the Lusaka workshop, facilitation was provided by QUESTT, with assistance from PCV Mathew George of Lusaka.

For the most part, the observations of the Community School Teachers echoed those of their Chongwe/Kafue counterparts. An important difference in their experience, however, was due to the alternative energy source that had been provided to them, the Weza FreeCharge foot-powered generators. Four of the eight sites had had difficulty in maintaining a charge in their Wezas. A session was given on maximizing Weza performance, but three of the most remote sites were each provided with a 20-watt solar panel, stand and battery to replace the Wezas.

Monitors at two of the three sites reported visits where they were unable to observe lessons, mostly due to Weza failure (in Kalomo), teacher absence or extraordinary activities such as sports days. The monitoring instrument was reviewed and slightly modified to allow more frequent observations of learner activity during post-broadcast activities.

QUESTT has visited sites in Kafue (July) and Chongwe (September) and the monitoring reports show effective use of the iPod by the teachers observed.

Comments and Concerns:

It is hoped that the distribution of the three additional solar panels at Kalomo will reduce or eliminate the many problems related to energy provision during the first session. The selection of the foot-powered generator as an energy source was made in the hope that it would minimize disturbances in the use of the iPod to deliver IRI lessons, but unfortunately the result of that choice has meant that there has been much less monitoring in certain sites than was planned. It is hoped that the monitoring in this second session will provide sufficient information to evaluate the appropriateness of the MP3 player as an option to radio broadcast of IRI lessons.

Although one of the criteria for participation in the pilot had been that the school had a Grade 6 class that was being taught by IRI methodology, one PCV in Kalomo acknowledged that she had been misled to that effect, and that in at least one school

the learners were new to IRI. These learners have had to make the adaptation to the new methodology as well as to the means of delivery.

There remains much interest in this pilot. In August the DCOP and Lusaka POC met with USAID officials to demonstrate the *IRIpod* and the supplementary teaching resources. In late September a conference call linked EDC Washington and QUESTT office to the Director of iTunes U at Macintosh.

2.9 Monitoring and evaluation

2.9.1 Summary of activities

During the quarter, enrollment data from registered IRI Community schools and IRI GRZ schools rolling out IRI in nine provinces has continued to be received but at a slower rate. The results indicate that a number of old schools have not submitted data in 2007. By the end of the quarter, 237 IRI centers, 626 IRI Community Schools and 737 IRI roll-out GRZ schools had submitted enrolment data.

The first draft of the IRI community school and IRI GRZ monitoring reports were completed. The reports are being circulated for other staff to make contributions to the final report. They will be included in the next quarter's report.

2.9.2 IRI Enrolment 2007

Enrolment data from IRI community schools and IRI GRZ schools has continued to be submitted from all nine provinces. More enrolment data is expected in the next quarter, especially from Luapula Province.

Currently 862 IRI Community schools and 738 IRI GRZ schools using IRI have submitted enrolment data. The data received so far shows that the number of learners in IRI community schools is 93,255 while there are 48,872 learners using IRI in GRZ schools, for an overall total of 140, 143 IRI learners.

The table below indicates the number of schools and learners that have submitted enrolment to date:

Province	Districts Submitted Enrollment Data (2007)	# of GRZ Schools Using IRI (2007)	# of Community IRI schools Submitted Enrollment Data (2007)	Total # of Centers and GRZ Schools	GRZ Schools # of Learners (2007)		IRI Centers and Community Schools # of Learners (2007)	
					Male	Female	Male	Female
Central	6	51	89	140	1933	1868	3720	3768
Copperbelt	6	101	119	220	3965	3966	8500	8774
Eastern	6	77	86	163	2247	2525	4213	4262
Luapula	7	1	76	77	33	25	3490	3151
Lusaka	4	48	113	161	2537	2397	9659	10151
N. Western	7	119	71	190	3965	3088	3846	4069
Northern	10	12	75	87	375	418	3224	3108
Southern	8	119	141	260	3099	3120	6314	6186
Western	7	210	71	281	6558	6753	3401	3419
Grand Total	61	738	862	1579	24,712	24,160	46,367	46,888
Total Learners in IRI Community schools								93,255
Total Learners in IRI GRZ schools								140,143

3. Special events and visits

***LTM* at Western Province Agriculture Show**

LTM was exhibited for the first time ever at the Western Province Agriculture Show in Mongu from July 18 to 22. While the other teaching methodologies were exhibited through literature, pictures and explanations by teachers, *LTM* was exhibited through practical demonstrations of IRI by pupils from Tungi GRZ School.

Senate Foreign Relations Minority Committee

On July 25 staff from the Senate Foreign Relations Minority Committee traveled to Kunika Community School in Kabwe to view an IRI lesson. The school serves 482 orphans and vulnerable children and has used IRI since 2004.

IRI Open Day in Kitwe

The Copperbelt IRI Open Day was organized by Radio Icengelo on July 30 to showcase *LTM* to the Copperbelt leadership, partners and the community. A total of 100 pupils, 20 teachers/mentors and dignitaries marched from Kitwe town center to Rokana Basic School, where speeches were delivered by local dignitaries, poems and a drama were performed and an IRI lesson demonstrated. The event was covered by ZNBC and articles appeared in the Times of Zambia and Daily Mail.

USAID SO6

Dr. Henning and Mrs. Mweene visited the Southern Province in August. They saw an IGA funded by the small grants program at Kachomba IRI Center in Choma. In Livingstone they reviewed the OVC Life Skills program and visited Nalituwe Basic School, Nalituwe Listener Group, Global Samaritans Children's Home, Sons of Thunder Community School and a number of listener groups around Sons of Thunder.

Deputy Minister for Local Government

The Deputy minister, Mr. Kazonga, was taken on a tour of schools implementing the OVC program in Vubwi, after the monitoring team happened to meet the Minister.

Gates Foundation - Agricultural Education

On August 13, a team of experienced educators and agricultural specialists, who were visiting Zambia to review the possibilities for agricultural education, were briefed on QUESTT's use of the radio, MP3 players, cell phones and videos in the field of education.

Ambassador and Sports team

On September 14, the Ambassador accompanied a group of rowers, who were in Livingstone for a rowing regatta, to Nakatindi Community School where they watched a demonstration of an IRI lesson. They then played a football match against the much smaller school team. The school team won 2-1.

Visitors

Mr. Alvaro Cisneros, EDC Media Specialist, visited from September 4 to 29 to review the IRIpod materials, the community radio station programs and the OVC Life Skills training. He participated in the training of teachers using the IRIpods and conducted a three-day training course for the OVC Life Skills producers.

Dr. Kathleen Letshabo, EDC's M&E and Research Specialist, visited from September 25 to October 24 to review the M&E plan and supervise the testing of Grade 1 and Grade 4 learners.

Peace Corps

On July 17 the COP, Outreach Coordinator and M&E Coordinator attended the Peace Corps In-service Training at NRDC and participated in their review of the Rural Education Development program.

EDC Summit Meeting, Washington

The COP and Deputy COP attended the meeting of COPs from EDC projects all over the world in Washington from August 27 to 31.

APPENDIX A: Intermediate results *Table A*

Summary (July 1, 2007 – September 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	93,123 F: 46,286 M: 46,888 (Sept 2007)	Dec. 2007
	a1) Number of Learners IRI schools (grades 1-7)	38,513 (2004)	(123,000 +60,000)	248,146	93,123 M: 46,286	Dec. 2007
	a2) Number of Learners in FTI supported Community schools. [G1-4]	26,744 (2005)	183,000	90,000	F: 46,888 (Sept 2007)	Dec. 2007
	a3) Number of Learners in FTI supported GRZ schools [G1]	2107 (2005)	140,000	420,000	No data (Sept 2007) (to be EMIS supported)	Dec. 2007
	a4) Number of orphans enrolled in IRI schools	13,186 34%	35,000 >35%	60,000 >30%	27,481 35% (Dec 2006)	Dec. 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	Dec. 2007
		Program quality (4/15)	>10/15		No New data	Dec. 2007
		Mentor guide production (5/15)	>10/15		No New data	Dec. 2007
		IT competency (8/15)	>10/15		No New data	Dec. 2007
		Time/project management (3/15)	>10/15		No New data	Dec. 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: 4,098 F: 2,987 7,085 (Sept 2007)	Dec. 2007
	c1) Number of pre-service teachers trained in IRI and community schools [REGULAR].	442 (2004)	2,000	4,770	M: 760 F: 559 1319 (Sept 2007)	Dec. 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 (Sept 2007)	Dec. 2007
C2) Number of in-service non-teaching staff in GRZ schools trained [other special programs]	1128 (2006)	1670	2570	M: 1003 F: 492 1495 (Sept 2007)	Dec. 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)	English 35.2% IRI GRZ schools 27.9% Control GRZ schools (Dec 2006)	Mar 2008	
		Mathematics (To be established)	Mathematics (performance percentage better than control schools)	Mathematics (performance percentage better than control schools)	Mathematics 54.6% IRI GRZ schools 43.1% Control GRZ schools (Dec 2006)	Mar 2008	
	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)	English 32.9% IRI Community schools 25.4% Control community schools (Dec 2006)	Mar 2008	
		Mathematics (To be established)	Mathematics (performance percentage better than control schools)	Mathematics (performance percentage better than control schools)	Mathematics 38.9% IRI Community school 28.1% Control community school (Dec 2006)	Mar 2008	
	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 93% (162/261) [Sept 2007]	Sept 2008
			b) interaction with learners 72% (81/113)	>90	>90	b) interaction with learners 74% (128/261) [sept 2007]	
c) use of materials in the guide 74% (84/113)			>90	>90	c) use of materials in the guide 72% (125/261) [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%	59% (Sept 2007)	Sept 2007