

EDC Support to Zambia's Ministry of Education

QUESTT

(Quality Education Services Through Technology)

QUARTERLY REPORT

APRIL 1ST TO

JUNE 30TH, 2008

Submitted by: Education Development Center, Inc.

Funded by: USAID/Zambia

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



Contents

Contents.....	3
Abbreviations and acronyms	5
1. Executive summary	6
2. Project results.....	9
2.1 Number of primary school students enrolled in IRI schools.....	9
2.2 Number of teachers trained in IRI.....	9
2.3 Number of teachers enrolled in teacher training course by distance education.....	9
2.4 Number of MOE officials and administrators trained in IRI and for education management.....	9
2.5 Number of teacher’s guides and other teaching and learning materials provided.	10
2.6 Number of community radio stations, CBOs, churches and partner organizations supporting QUESTT programs.....	10
2.7 Number of school committees supported with grant funds	11
2.8 Number of school structures built or repaired with grants.....	11
2.9 Number of parents, caregivers and community-based trainers trained in OVC program	11
3. Overview of Activities	12
3.1 Development of programs and materials.....	12
3.2 Outreach.....	13
3.2.1 IRI training	13
3.2.2 Monitoring the IRI program.....	13
3.2.3 Sensitization.....	17
3.3 Partners’ Support	20
3.4 Small Grant Scheme.....	21
3.4.1 Overview	21
3.4.2 Progress	21
3.4.3 Community Contributions	22
3.4.4 Environmental Impact Assessment.....	23
3.4.5 Challenges	23
3.5 Community Radio Stations	24
3.5.1 Overview	24
3.5.2 Monitoring and Training	25
3.5.3 Meetings	26
3.5.4 Production and Feedback	27
3.5.5 Way Forward.....	27
3.6 OVC Life Skills Program.....	28
3.6.1 Program production and broadcasting.....	28
3.6.2 School and listener group monitoring	28
3.6.3 Teacher training	29
3.6.4 Listener group training	30
3.6.5 Material distribution.....	30
3.7 Achievement testing.....	31
3.8 Teacher education	32

3.8.1 <i>Fastele! Fastele!</i> radio program for teachers	32
3.8.2 Sample science lessons for grades 5 to 7	32
3.8.3 ZATEC by distance education for community school teachers	33
3.8.4 Using MP3 players to enhance teaching and learning	34
3.9 Monitoring and evaluation.....	36
3.9.1 Overview	36
3.9.2 2008 IRI Enrolment Results.....	36
3.9.3 Number of teachers trained in IRI.....	36
3.9.4 IRI Evaluation.....	37
4. Special events and visits	39
5. Staffing.....	41
6. SUCCESS STORY	42
APPENDIX A: Intermediate results	43

Abbreviations and acronyms

CBO	Community-Based Organisation
CDC	Curriculum Development Center
COP	Chief of Party
CSC	Center Support Committee
DE	Distance Education
DEBS	District Education Board Secretary
DODE	Directorate of Open and Distance Education
DRCC	District Resource Center Coordinator
EBS	Educational Broadcasting Services
ECZ	Examinations Council of Zambia
EFA	Education for All
EMIS	Education Management Information System
FBO	Faith-Based Organisation
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
MISA	Media Institute of Southern Africa
MOE	Ministry of Education
NAC	National AIDS Council
NGO	Non-Governmental Organisation
NISTCOL	National In-Service College
NOC	National Outreach Coordinator
ODL	Open and Distance Learning
OVC	Orphans and Vulnerable Children
PEO	Provincial Education Officer
POC	Provincial Outreach Coordinator
ROCS	Reformed Open Community Schools
QUESTT	Quality Education Services Through Technology
SEO	Senior Education Officer
SESO	Senior Education Standards Officer
TA	Technical Assistance
TED	Teacher Education Department
TESS	Teacher Education and Specialised Services
WFP	World Food Programme
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 existing technologies in both Colleges of Education and Teacher Resource Centers.

1. Executive summary

EBS has decided to conduct a needs assessment of the Grade 5 programs before embarking on the revision of the programs to determine what additional material or change in format is required in the new programs. The needs assessment will be conducted in July. The new studio equipment has now been installed in the EBS studios and is operational.

The major outreach activity during the quarter has been monitoring of the progress made by communities awarded grants and the implementation of LTM after the training of Grade 2 teachers in January. A total of 51 GRZ schools and 135 schools were visited. The outreach coordinators found that the ZICs and head teachers were supporting LTM through providing resources, arranging for the training of teachers and monitoring lessons. The reports indicate that implementation of LTM has been effective, and teachers and learners were benefiting from the programs. Teachers reported that LTM reinforced the NBTL lessons, and attendance had improved. Problems reported were a shortage of Grade 2 mentor's guides, over-enrolment in GRZ schools, and poor reception in Livingstone and Kazangula districts. The shortage of guides will be solved as UNICEF has agreed to provide funds to print additional mentor's guides, while reception will be improved by the relocation of the FM transmitter in Livingstone by ZNBC.

A number of sensitization meetings were held with community members and MOE officials. The meetings focused on the need for communities to support their schools and the teachers, and how the ZICs and head teachers can support LTM.

The annual partners meeting was held on May 6 at Chrismar Hotel and was attended by 33 people representing eleven NGOs, the Ministry of Community

Development and Social Services, the Ministry of Education and Peace Corps. The NGOs gave short presentations on how they were contributing to the work of the community schools. Mr Kaliminwa from ECZ gave a presentation on the results of the 2006 National Assessment, Mr Kanyika from EQUIP2 outlined the new community school policy and guidelines on behalf of the Directorate of Planning and Information, and Mr Chitambala, from the Directorate of Planning, described the process of collecting data for the EMIS and how it could be used. He distributed copies of the 2007 EMIS data. At the end of the session the meeting made a number of recommendations for closer cooperation between NGOs and the Ministry.

A total of 95 communities that had received grants in 2007 were monitored. The communities have made good progress towards completing the projects and there is no evidence of misapplication or misappropriation of funds. All the communities monitored have made the contributions required by the terms of their agreements and have shown their commitment to the projects. An assessment of the environmental impact of the projects is being undertaken, but it is anticipated that the projects will have negligible environmental effects given their small size.

The eleven community radio stations continued to broadcast the weekly education program *Education for All*. The topics of the programs included remedial assistance, the role of the school committee, improving the learning environment, IRI in government schools, and the importance of reading. In addition, Radio Icengelo in Kitwe is broadcasting a weekly drama and Radio Chikuni is supporting 16 IRI community schools. Ten of the radio stations are also broadcasting LTM as a contribution to the education of their communities.

The OVC Life Skills programs are currently broadcast on four community radio stations. Teachers in the districts served by these stations were trained in April and the stations started broadcasting the new series of programs at the beginning of the second term. The teacher's manual for the first ten programs was printed and distributed to schools. The 300 radios donated by Freeplay Foundation arrived in Zambia but were awaiting clearance by Customs.

The series of programs produced for teachers called *Fastele! Fastele!* were broadcast up to the end of June. A workshop was held to produce the design document for subsequent programs but production of the programs has been delayed by the reluctance of the producers at EBS to write the dramas during office hours. The matter has been handed over to the Director of DODE.

Twenty-two ZICs and four district officials from Mpika district were trained in April as trainers in the use of the science teaching guide *Sample Science Lessons for Grade 5 to 7*. Subsequently the ZICs made their own arrangements to train the teachers in their zones.

In April the final eight modules for the ZATEC distance education program were edited by instructional designers and then printed and dispatched to the colleges for

distribution to the community school teachers. Discussions have started with the Ministry concerning the future direction the program should take in order to train more community school teachers after the first intake have completed.

The schools which are using MP3 players in Mufumbwe, Mkushi and Mpika districts were monitored in June. It was found that the teachers had no problems in operating the MP3 players and used the capacity of the MP3 players to pause and replay effectively. There was evidence that the video resources on the iPods were being used and that teachers were listening to the lessons before teaching.

The draft version of the 2007 Statistical Bulletin on IRI was shared with DODE and the Directorate of Planning and Information at a meeting in April, also attended by the delegation from EDC's project in Tanzania. A useful discussion was held on the findings. Enrolment data for 2008 is still being collected. The final figures for teachers trained in IRI in January was obtained and showed that 6775 teachers had been trained by the ZICs, which far exceeded the target of 3500. The ZICs had used their initiative to train as many teachers as they could.

The results of the achievement tests conducted at the end of 2007 have been analyzed and the reports are being finalized. The results from Grade 1 show that learners in IRI GRZ schools scored an average of 48.6% while learners in control schools scored an average of 34.1%. The scores achieved in the Grade 4 tests were very low (32.7%) and showed no significant difference between learners in the IRI community schools and the control community schools. It is proposed to revise the Grade 4 test to ensure that it discriminates better and to retest Grade 4 learners.

2. Project results

Primary schools adopting IRI as a way of improving access and quality in basic education

2.1 Number of primary school students enrolled in IRI schools

The enrolment data for 2008 is still being collected and compiled. So far data on 41,939 learners in community schools and 59,731 in GRZ schools have been received

Teaching skills of participating teachers improved

2.2 Number of teachers trained in IRI

The number of teachers trained in IRI exceeded the target of 3000 GRZ teachers and 1000 community school teachers because there was a much greater demand for training than was anticipated. ZICs used the funds they were given for training in different ways to train as many teachers as they could.

Table 1: Number of teachers trained in IRI

<i>School type</i>	<i>Gender</i>		<i>Total</i>
	<i>Male</i>	<i>Female</i>	
<i>GRZ school</i>	<i>3 097</i>	<i>2 399</i>	<i>5 496</i>
<i>Community school</i>	<i>913</i>	<i>366</i>	<i>1 279</i>
<i>Total</i>	<i>4 010</i>	<i>2 765</i>	<i>6 775</i>

2.3 Number of teachers enrolled in teacher training course by distance education

The total number of community school teachers enrolled in the ZATEC by distance education is now 434.

Enhanced institutional capacity of government to mainstream, manage and supervise IRI activities

2.4 Number of MOE officials and administrators trained in IRI and for education management

No further MOE officials were trained in IRI during the quarter. Training was conducted in Eastern, Southern and Northern provinces for the OVC Life Skills program. A total of 64 officials from provincial and district offices were trained as managers and trainers of the program. Subsequently they trained 220 ZICs and Zone head teachers to manage the program in their zones and to train teachers.

Improvement of learning resources

2.5 Number of teacher's guides and other teaching and learning materials provided.

1500 copies of the teacher's guide for *Our Family* were printed and distributed for use during the teacher training courses in April.

200 Freeplay radios were distributed to Livingstone, Chipata and Petauke for the *Our Family* program. A donation of 300 radios from Freeplay Foundation is due to be received in the next quarter and will be sent to Kasama.

Enhanced participation of community-based organizations in OVC empowerment programs

2.6 Number of community radio stations, CBOs, churches and partner organizations supporting QUESTT programs

No new data has been received.

Table 3: Partner organizations by province and type of support

Province	Type of organisation	Number	Type of support
Central	Community Radio Stations	1	✗ IRI broadcasts ✗ Education for all
	NGOs, CBOs, FBOs	14	✗ Training
Copperbelt	Community Radio Stations	1	✗ IRI broadcasts ✗ Education for all
	NGOs, CBOs, FBOs	12	✗ Provision of teaching/learning materials
Eastern	Community Radio Stations	3	✗ IRI broadcasts ✗ Education for all ✗ OVC Life Skills programme
	NGOs, CBOs, FBOs	7	✗ HIV AIDS training ✗ Financial assistance to families ✗ Grants to vulnerable schools
Luapula	Community Radio Stations	1	✗ IRI broadcasts ✗ Education for all
	NGOs, CBOs, FBOs	12	✗ School feeding program for OVC. ✗ School infrastructure support ✗ Provision of teaching/learning materials
Lusaka	Community Radio Stations	1	✗ IRI broadcasts ✗ Education for all
	NGOs, CBOs, FBOs	21	✗ Training ✗ School feeding program ✗ Bursaries ✗ Provision of teaching/learning materials
North Western	Community Radio Stations	1	✗ IRI broadcasts ✗ Education for all
	NGOs, CBOs, FBOs	8	✗ School infrastructure support
Northern	Community Radio Stations	1	✗ IRI broadcasts ✗ Education for all ✗ OVC Life Skills programme
	NGOs, CBOs, FBOs	10	✗ Training ✗ Provision of teaching and learning materials ✗ School infrastructure support

Province	Type of organisation	Number	Type of support
Southern	Community Radio Stations	3	<input checked="" type="checkbox"/> IRI broadcasts <input checked="" type="checkbox"/> Education for all <input checked="" type="checkbox"/> OVC Life Skills programme
	NGOs, CBOs, FBOs	19	<input checked="" type="checkbox"/> HIV/AIDS training <input checked="" type="checkbox"/> Provision of teaching/learning materials <input checked="" type="checkbox"/> Training <input checked="" type="checkbox"/> School infrastructure support <input checked="" type="checkbox"/> Financial assistance to families <input checked="" type="checkbox"/> Grants to vulnerable schools
Western	Community Radio Stations	1	<input checked="" type="checkbox"/> IRI broadcasts <input checked="" type="checkbox"/> Education for all
	NGOs, CBOs, FBOs	8	<input checked="" type="checkbox"/> OVC support <input checked="" type="checkbox"/> Training <input checked="" type="checkbox"/> Provision of teaching and learning materials <input checked="" type="checkbox"/> School infrastructure support

Enhanced participation of communities in the education of their children by supporting the schools

2.7 Number of school committees supported with grant funds

During the quarter 95 communities in receipt of grant funds were monitored. All had made the contributions to their project stipulated in the agreement, indicating that the school committees are active and committed to improving their schools.

2.8 Number of school structures built or repaired with grants

There is no change in the total of 122 communities building or improving school structures.

Parents and caregivers enroll in and participate in OVC empowerment programs

2.9 Number of parents, caregivers and community-based trainers trained in OVC program

Returns from Eastern and Southern provinces indicate that a total of 1855 teachers were trained by the ZICs to implement the OVC Life Skills program in their classes. Returns from Northern province are still coming in.

3. Overview of Activities

3.1 Development of programs and materials

EBS has decided to conduct a needs assessment of the Grade 5 programs before commencing the revision of the programs. The curriculum for Grade 5 has been revised since the Grade 5 programs were produced in 2004, and the programs need to be brought into line with the revised curriculum. A revised scope and sequence was developed in 2006 by EBS with the assistance of TA from QUESTT and it covers the objectives of the revised curriculum. The purpose of the needs assessment is to assess what additional material or change in format is required in the new programs. The needs assessment will be conducted in the next quarter.

The installation of the new equipment provided for the EBS studios was completed in April and EBS is now equipped with the most up-to-date studios in Zambia. They are capable of recording several programs at the same time and additional equipment is available for editing.

3.2 Outreach

3.2.1 IRI training

In Eastern province, the two POCs with ESO-ODLs monitored Radio Mentor Training (RMT) in five districts, and found that a total of 117 teachers participated. The teachers from both GRZ and Community schools stated that they appreciated the RMT as it gave them the opportunity to come together and share information on successes and challenges in the classroom practices.

In Lusaka province, a total of 48 teachers (28 male, 20 female) were trained. The Provincial Education office funded the face to face training for the new mentors in Kafue district. The facilitators were the SEO, Kafue ZICs, DRCC and the POC.

3.2.2 Monitoring the IRI program

The POCs monitored a total of 51 GRZ and 135 community schools in this third quarter, as shown in the table below:

Province	Districts	Schools Visited		
		GRZ	C/School	Total
Western	5	12	17	29
Northern	6	12	17	29
Eastern	5	10	23	23
Copperbelt	3	1	15	16
Lusaka	4	12	6	18
Southern	4	4	6	10
North Western	7	-	24	24
Central	3	-	4	4
Luapula	1	-	23	23
Total	45	51	135	176

In Western province, the POC and SEO monitored a total of 29 schools (12 basic, 17 community) in Kaoma, Lukulu, Sesheke and Senanga districts, and found the following:

Kaoma District

- Bicycles given to ZICs are being utilized. The monitoring team found a ZIC from Mutondo zone at Mukunkinki basic school monitoring *LTM* classes.
- Because of inadequate numbers of teachers in four basic schools, grade 1 and 2 classes were being combined, which is less than ideal.
- Accommodation for teachers is a problem: four teachers at Shimano and Mkenga basic school sleep in classrooms.
- There are no female teachers at two basic schools. Girls at such schools find it difficult to relate to male teachers regarding female issues. It was reported that female teachers decline postings in remote areas.

Lukulu District

- *LTM* program is running well at the GRZ and community schools in the district.
- Reception was good at all the schools visited. Schools in Lukulu have the choice of tuning in either to ZNBC or Radio Liseli which are both clear.
- The water well which was constructed at Lyande community school by Program Urban Self Help (PUSH) has not been completed due to flooding. Lyande IRI community school has received the following funds and materials:
 - K1m small grant from DEBS office in March, 2008 to purchase educational materials;
 - 20 roofing sheets from Constituency Development Fund (CDF) to construct a 1 x 2 classroom block
 - K260m government grant to build an additional 1 x 3 classroom block and two teacher's houses.
- Anananga IRI community school has also benefited from CDF funds and has built a 1 x 2 classroom block with roofing sheets.
- Communities receiving grants from QUESTT were monitored in Sesheke, Senanga and Kaoma districts.

In Northern province the POC monitored 27 schools (2 basic and 25 community) to see how the *LTM* lessons were being conducted in Mpika, Mungwi, Kasama, Luwingu, Chinsali and Mporokosi. A common challenge was the shortage of grade 2 mentor's guides but these will soon be printed by UNICEF.

In Copperbelt province the POC and SEO monitored three districts and a total of 16 schools (15 IRI Community and 1 GRZ) in Ndola, Luanshya and Mufulira districts. The POC and SEO met the CSCs after seeing the bad state of the shelter at Mukosai IRI in Luanshya district. The community complained that the learners always joined other schools after grade 2. The CSC was advised that learners were being shifted due to the state of the classroom structure; if the structure was improved the learners would remain at the school. They were advised to work hard to improve the school infrastructure.

The other problem was lack of mentors. The center has only one mentor trained by CHANGES2; the other two are not trained. The CSC was advised to see the ZIC so that the other two mentors could be trained.

The POC observed an IRI lesson at Kafironda Basic School with a total of 36 (25 female, 11 male) learners. The lesson was conducted by Kazembe Elvis a QUESTT-sponsored ZATEC student. He displayed some newly acquired teaching skills which made his lesson very lively and all learners were engaged in the lesson.

In Lusaka province, the POC monitored a total of 18 schools (12 GRZ, 6 Community) in the months of March and April in the four districts of Lusaka Province and reported the following findings:

- There was low enrolment in the community schools visited in Lusaka, as a result of the Ministry's new policy of insisting that all children of school going age be

admitted into school and parents transferring their children into the Government schools where *LTM* is now being offered.

- Mwitendwa Community School in Matero was found to have high number of orphans due to the densely populated Matero Township it serves. Of a total of 154 children, 45 were single orphans, 37 double orphans and 38 vulnerable.
- There is a very good linkage with mentors, ZICS and DRCCs in training programs in all four districts in Lusaka Province.
- In Kafue and Chongwe, school committees do not seem to know their roles. There is need for the committees and communities as a whole to be sensitized on their specific roles.
- Mentors take a lot of time filling in enrolment forms, which delays the submission of data.

In Southern province, the POC monitored ten schools in four districts. The monitoring was done in accompaniment with the FTI evaluation team who wanted to observe live *LTM* lessons in both GRZ and community schools, as well as the use of the MP3 player to deliver IRI and the status of schools which received grants.

Radio reception in both Livingstone and Kazungula is a problem. QUESTT will meet with provincial and district MoE officials to discuss how this problem can be resolved.

In Northwestern province the POC monitored a total of 24 IRI community schools funded with the small grant scheme in the 7 districts.

However, data collection was problematic, as schools are not submitting data to DEBS offices. In Mufumbwe, Kabompo and Zambezi districts, the enrolment forms were not even sent to the schools by the concerned officers from the DEBS office. The POC had to conduct the enrolment by himself. The SEO was requested to report this to the PEO, so that the concerned districts could be written to and reminded of their responsibilities.

In Central province, the POC only managed to monitor the four schools in three districts which were visited by the FTI evaluators. The POC has officially resigned his position and has been appointed as the new District Commissioner for Kapiri Mposhi district. Another POC will be recruited in August.

In Luapula province, the POC monitored a total of 23 IRI community schools in Mansa district. The findings were as follows:

- The poverty and vulnerability of learners was visible in their tattered clothes. Nonetheless, the learners looked happy to be in school.
- At each center only half the number of mentors found had been trained in the IRI methodology.
- Learners walk long distances to come to school, as do teachers. The construction of teacher's houses would help to address this problem.

In Eastern province a total of 33 schools (10 basic, 23 IRI community) were monitored. The POCs monitored the utilization of small grants in Chadiza, Nyimba and Petauke districts along with the monitoring of IRI and GRZ schools.

During the months of March and April, Chama and Mambwe districts were not accessible due to floods.

In the Western Zone of Eastern Province, which covers Petauke, Chadiza and Chipata districts, the National Outreach Coordinator undertook a monitoring exercise. A total of fourteen (14) schools were monitored in the three districts as listed below:

In Petauke District, the following observations and findings were made concerning GRZ schools:

- Schools have embarked on orientation of other members of staff who have had no training in *LTM*.
- All other grade 1 and grade 2 streams are using *LTM*. This is being done to allow all learners to be on the same level.
- The practicing *LTM* teachers are appreciating the combination of subjects in one lesson which an individual teacher cannot manage at all. With *LTM* all learners are at the same pace and English language is learnt fast by the learners.
- Head teachers are assisting teachers with learning resources.
- A meeting was held with zonal heads at Nsenya zonal center consisting of 25 males and 2 females which focused on discouraging them from abusing learners by using them to pick cotton as income generation activity which is done during learning hours (sometimes for the whole day).

In IRI Community Schools, the following observations were made:

- Learning and teaching in these schools depend on the *LTM* program
- Two of the community schools visited, Kafunde and Chitwelele, have received QUESTT grants. The 1 x 3 class room blocks at both schools are at window level.
- The community involvement in the development projects is impressive.
- The mentors in community schools receive negligible support in terms of material and financial assistance. Despite the lack of support, the mentors have continued to render services, as displayed by Mrs. Njobvu, retired teacher, at Sivwa IRI Center.
- There is a lot of absenteeism during this harvest period when learners are assisting their parents in the fields. School managements have used learners to pick cotton in order to fund-raise for their schools in Nsenga zone, which has reduced learners' learning time.

Two Peace Corps Volunteers from Kakwiya and Khumandzi villages were met by the NOC. The volunteer at Kakwiya village, Rob Gray, has monitored thirty IRI community schools within Nsenga zone, trained a total of fifty teachers and introduced an IGA of poultry keeping in the Nsenga zone.

In Chadiza District, the following was observed in the GRZ schools visited:

- The teachers consulted confirmed that *LTM* effectively consolidated NBTL. The attendance of learners has improved because of their interest in *LTM*. The mentor's guides are available.
- The head teacher and the ZIC at Taferansoni monitor *LTM* teaching in the zone with the result that teachers are on track with *LTM* methodology.

In IRI Community Schools, the following was observed:

- Chanida Border Community School is the only school in the district which is managed by four female teachers. The school has received a grant of ten million kwacha from QUESTT to construct a 1 x 3 classroom block but the community decided instead to construct ten toilets.
- At Ambizi community school, the community is molding 110,000 bricks to construct a permanent structure. The chief has given land to the school. The school however was not aware that Radio Maria was broadcasting *LTM* lessons for grade 1 and grade 2. The school was advised to take advantage of these broadcasts because reception is good.

In Chipata District, at Kalungwizi IRI Community School the mentor who opened the center in 2003 is still serving the learners and the community. The monitors were very impressed with the quality of the lesson observed. He demonstrated that he was a real senior mentor though community support was lacking. The school is no longer using the church for lessons because the community has constructed a 1 x 2 classroom block with durable materials. The school is surrounded by a very big village with a population of 300 children so there is still need to expand the school.

Recommendations for Actions to be undertaken by DODE and QUESTT

- Enrolment forms should be distributed in the dry season of September and October, so there is ample time for distribution, completion and collection, to meet the March 31st deadline.
- EBS should streamline the repair of broken down radios in the provinces so as to minimize the time that schools are without radios.
- DODE should vigorously campaign on Adult Literacy, as a number of Adult Literacy Centers have been set up countrywide.

3.2.3 Sensitization

The POCs carried out sensitization meetings with a total of 417 people (247 male, 160 female) on various topics such as the broadcast schedules for 2008, the acquisition of materials upfront for construction, radio reception and how it can be improved as well as teacher support.

In the Copperbelt, the POC, SEO and SESO held meetings in ten districts where a total of 55 ZICs (18 female, 27 male) were oriented on their roles and responsibilities

and their activities to date were reviewed. The ZICs were reminded to check on quality by monitoring teachers they have trained and assist the weak teachers to improve learning and teaching. The POC reminded the ZICs that enrolment forms must be completed and signed before being sent to Lusaka.

ZICs provided the following feedback:

- ZICs are monitoring schools in their zones.
- *LTM* has improved four skills, listening, writing, speaking and comprehension.
- Parents want all classes to use *LTM* methodology. ZICs are also eager to expand *LTM* to all grades permanently.
- ZICs in Kalulushi promised to open IRI centers to decongest some schools in peri-urban areas.
- ZICs have appealed for support from their provincial officials to assure that they have the cooperation of the Head Teachers in order to carry out their duties successfully.
- ZICs requested SESO to write a memo to PESO to stop unnecessary transfers in schools which left *LTM* classes without trained teachers.
- ZICs also reported disruptions during *LTM* broadcasts. This has been reported to ZNBC.
- The **challenges** for ZICs were the long distances they have to cover to monitor schools in their zones. The women complained as well that they needed female bicycles, if they have to cover long distances.

In Western province, a total of 51 were sensitized (35 males, 16 females), comprising heads, deputy heads, ZICs, *LTM* teachers and CSC and community members. Issues discussed were:

- *LTM* program in schools and the broadcast schedule for 2008
- Lesson plans
- Radio reception and how it can improved
 - Continuous Assessment and record keeping
- Small grants projects
- Radio mentor training
- Mentor support

In Eastern province, the POC sensitized a total of 243 (77 females, 166 males) in 5 districts. The discussions focused on the need for the communities and their Center Support Committees to work hard in mobilizing materials for the construction of classrooms in their locations, in view of the Government's willingness to co-partner with communities in the provision of quality education.

In Southern province, the District Education Office organized a review meeting and sensitized head teachers and teachers from regular schools on the *LTM* program. The school managers were instructed to meet lunch and transport costs. In attendance were 68 teachers (19 male, 49 female). The resource persons were DESO, ESO-ODL, SEO-ODL and POC. The meeting sensitized participants on various issues particularly on the benefits of IRI methodology to both the teachers and

learners. Each school gave a progress report that was generally very positive concerning IRI methodology.

The sensitization programs are bearing results because of the enthusiasm, commitment and team work exhibited by the communities in the implementation of the *LTM* program and the small grant projects.

3.3 Partners' Support

QUESTT hosted a meeting for NGOs working with community schools using IRI in order to share information and improve collaboration. 33 people participated, representing Reformed Open Community Schools, Zambia Open Community Schools, Yatsani Radio, UNICEF, World Vision, FAWEZA, Family Health Trust, People's Action Forum, Programme Urban Self Help, Children in Need Network, Peace Corps, and CHANGES2. Representatives from Examinations Council, CDC, Directorate of Planning and Information and the Ministry of Community Development and Social Services also attended.

Each organization gave a brief presentation on their work. Mr Kaliminwa from ECZ gave a presentation on the results of the 2006 National Assessment, Mr Kanyika from EQUIP2 outlined the new community school policy and guidelines on behalf of the Directorate of Planning and Information, and Mr Chitambala, from the Directorate of Planning, described the process of collecting data for the EMIS and how it could be used. He distributed copies of the 2007 EMIS data.

At the end of the meeting participants made a number of recommendations for increased collaboration with the Ministry of Education.

- MOE should include cooperating partners and NGOs in the planning process and improve communication
- The Community School Guidelines should be followed by all DEBS
- There should be a clear registration process for community schools
- Community schools and GRZ schools should receive equal funding and this should be reflected in the district budgets
- Training of community school teachers through distance education should be supported
- NGOs should be encouraged to intensify the monitoring and evaluation of teachers
- The Ministry should be sensitive about deploying teachers to community schools
- MOE should appoint an officer in charge of community schools in the DEBS office

3.4 Small Grant Scheme

3.4.1 Overview

- Most of the communities have shown a high level of commitment to their respective projects. The communities have made the required contributions as required by the terms of their agreements
- There is no evidence of misappropriation or misapplication of funds by any of the communities. The communities monitored have prudently utilized the funds disbursed to their schools.
- There is steady and good progress with the implementation of projects. A good number of communities have completed the milestone 2 activities while others have concluded milestone 3 activities and have been paid the last installments.

3.4.2 Progress

A total of 95 communities out of the 158 communities that received the grants were monitored in the last quarter, to establish the progress that has been achieved in the implementation of their projects. Monitoring of the communities was conducted by the Provincial Outreach Coordinators, Ministry of Education Officials as well as the Grants Coordinator. The table below shows the communities that were monitored by province.

Table 1: Communities Monitored by province

Province	Communities awarded grants	No. of communities monitored
Northwestern	24	24
Northern	42	26
Luapula	23	4
Eastern	30	16
Western	34	25
Lusaka	5	-
Total	158	95

The communities have shown good progress towards achieving the agreed milestones. Communities have also exhibited a high level of accountability for the funds received and there is no evidence of misapplication or misappropriation of funds with any of the communities monitored. The communities expended the funds in accordance with the budget guidelines outlined in the grant agreements. This is to a large extent is as a result of the grant management training provided to the communities prior to the disbursement of funds.

The communities are at different stages of progress in the implementation of the projects. Some communities are working on the foundations, others have reached window or roof level in the case of those communities undertaking construction

works. Other communities have plastered and floored the community learning structures, giving the schools a good look and better for the children to use.

Out of the 95 communities monitored, 71 have successfully completed milestone 2 activities and have been already paid the second allocation to carry out milestone 3 activities. 18 of the communities have completed milestone 3 activities and have been paid the last allocation to carry out milestone four activities. Only two of the communities are still carrying out activities under the second milestone.

Table 4: Summary of achievement

	Status	No. of communities	Percentage (%)
1	Completed tasks under milestone 2	71	75
2	Still carrying out tasks under milestone 2	2	2
3	Completed tasks under milestone 3	18	19
4	Have not commenced implementation	4	4
5	Misappropriated funds	-	-
	Total	95	100

The table above indicates that the majority of the communities, (71 communities representing 75%) have completed milestone 2 activities. The table also shows that none of the communities misapplied or misappropriated funds. However, 4 communities representing 4% have not commenced implementation of their projects. These communities were erroneously instructed to raise, in cash, the value of what was supposed to be part of their contributions in form of labor, crushed stones etc. before they could access the funds from the DEBS office.

3.4.3 Community Contributions

The success of projects depends on the commitment and involvement of the communities in the projects. The more the communities are involved and committed to the projects the more likely that the projects will succeed. The level of commitment and involvement is measured by the extent to which the communities make the required contributions.

Contributions from the monitored communities vary from community to community depending on the type of project that is being undertaken by the community. The contributions include provision of free labor to undertake the work, the provision of sand and crushed stones and any other services or goods that would be used to complete the projects.

All the communities monitored during the quarter have made the contributions as required by the terms of their contracts. This indicates that the communities are committed and are involved in the management of the projects.

3.4.4 Environmental Impact Assessment

An assessment of the possible impact, positive or negative, of the community's construction projects on the natural environment is now underway. This process will identify, predict, evaluate and mitigate the biophysical, social, and other relevant effects of the projects, although decisions and commitments have already been made and projects are being implemented. However, it is anticipated that the projects will have minor or negligible environmental effects given their small scale nature where total surface area of land disturbed is under 10,000 sq. ft.(USAID working definition of small scale construction)

A USAID environmental impact assessment form has been adopted and will be used for this purpose. Provincial Outreach Coordinators will conduct this exercise and will be guided on how to proceed with the exercise during the POC/SEO meeting to be held from 4th to 8th August, 2008.

3.4.5 Challenges

- A number of communities have had problems with transporting building materials as most of them are in far flung areas.
- Delays in informing communities regarding the disbursement of funds into their bank accounts or through the DEBS accounts have resulted in delayed utilization of the funds and therefore implementation of projects

Recommendations

- The POCs are being advised to inform communities as soon as funds are disbursed to their bank accounts.

3.5 Community Radio Stations

3.5.1 Overview

During the period under review, the Community Radio Coordinator focused on monitoring, training and final round up of the remaining five radio stations, an exercise which had started in February. In April, agreements were finalized with all stations. The Community Radio Coordinator ensured that the 'Our Family' teacher guide was finalized and approved by Curriculum Development Center. She assisted the OVC coordinator in training ZICs, Zonal heads and DRCCs and briefing the PEO and DEBS in Northern Province with the program. The Coordinator also met with DODE Director, MoE Provincial and District heads to cement the community radio stations partnerships.

The radio stations continue to broadcast *LTM* and promotional programs. Radio Chikuni has shown clear capacity for sustainability through the adoption of 16 community schools where it empowers both learners and community members in agro forestry. A demand for adult literacy centers was reported by radio stations. A new jingle was developed for the 'Education for All' (EFA) program and sent to all community radio stations. A meeting was convened at USAID with the Deputy Director concerning the poor reception of *LTM* on FM from ZNBC in Livingstone and surrounding areas.

Community Radio Stations Partnerships

EFA was broadcast on all the community radio stations and producers visited schools, MoE offices, health institutions (nutrition and diseases affecting children) as well as community members, civil society leaders and other stakeholders, to collect materials for the programs.

To motivate learners to take education seriously, Icengelo broadcast a program featuring Town Clerk Ali Simwiinga as a role model. Ali is one of the longest serving Town Clerks in Zambia. Other special programs done were commemoration of global week on education whose focus was on school going children with disabilities and the Day of the African Child.

Ten community radio stations are currently broadcasting *LTM*: Chikaya and Maria in Eastern Province, Chikuni and Mazabuka in Southern Province, Friends Committed to Caring (FCC) in Northwestern Province, Liseli in Western Province, Mano in Northern Province, Maranatha in Central Province, Yangeni in Luapula Province, and Yatsani in Lusaka. Icengelo in Copperbelt Province is running the weekly education program and drama on education. Yatsani received feedback via a phone in program over the broadcast of *LTM* where listeners applauded the initiative. PASME radio in Petauke has decided to broadcast Grade 1 *LTM* programs, due to an overwhelming demand from the community.

3.5.2 Monitoring and Training

Maranatha, Liseli, Yangeni, Mazabuka and Chikuni stations were monitored and were given advice on the production of the EFA programs. At Maranatha, Yangeni and Mazabuka, the producers were encouraged to produce programs well in advance to be prepared in the event of a breakdown in transmission in order to ensure consistency in the number of programs produced per quarter. Two producers from Radios Chikuni and Mazabuka have left the station for other projects but they managed to hand over to new employees.

Visits to old and new IRI centers and government schools were reported by all community radio stations except Mazabuka radio. Chikuni has a full time Taonga Coordinator and Monitor who are both trained teachers and are responsible for training and monitoring all 16 IRI schools.

Challenges

A lack of organizational structures has impacted in different ways on almost all radio stations and this has seen MISA – Zambia hold week long workshops around the country. All the 11 radio stations with which QUESTT is working met with MISA to strengthen the capacity of board members as well as to assist in formulating an organizational structure within radio stations. Yangeni was found to be in the poorest shape. MoE will be part of the steering committee to see the way forward and come up with a workable strategy for the radio station. Maranatha had a two-week breakdown in transmission in April.

Chikuni has adopted 16 IRI schools, ten of which are involved in agriculture education and have gardens where they have planted maize, vegetables, fruit trees and have grown trees (Moringa, Defrozia) which provide nutrients and at the same time repel insects. Two teachers who are responsible for minding these gardens get an allowance of K150,000 per month. The gardens are for the centers and proceeds from these gardens go towards buying requisites for the schools. Within these centers, Chikuni has 5 adult IRI classes with 171 learners.



35-year old Doreen with her classmates at Cheelo IRI School



Radio Yangeni, which has been limping along, seems to have found its footing and has produced 'Education For All' programs in line with the 2008 themes.

3.5.3 Meetings

- Meeting with PEOs, DEBS, SEO and SESO in Mongu, Kabwe, Mansa and Kasama: All these meetings with respective MOE heads were held in conjunction with visits to the radio stations. The view held by all was that Radio stations play a vital role in making sure that appropriate messages go to communities. PEOs Chanda and Kanchabele emphasized that this helps in addressing educational issues that help strengthen and fill gaps where necessary.
- Meeting with ZNBC. The engineers acknowledged that they have received reports of poor reception in Livingstone and have verified the same reports. The findings showed that most parts of Livingstone and Kazungula areas were unable to pick the ZNBC signal. The main problem has been due to the radio transmitters which are located at Sekobo area, 30 KM from Livingstone. It has since been resolved that the transmitters be moved to Livingstone in order to have better radio reception. A site has been identified and the move is scheduled for later this year.
- On nationwide upgrading of equipment and enhancement of television/radio reception, ZNBC has just finalized installation of television transmitters in areas where there was no television and are now concentrating on upgrading radio reception. For hard to reach areas, ZNBC purchased short wave antennas earmarked to be installed within three months. The national broadcaster wants to encourage people to receive the shortwave signal for programs like *LTM* in the remotest parts of the country.
- Program Manager for Radio 2 has commended EBS for *LTM* broadcasts pointing out that the quality of *LTM* content has greatly improved. Listeners have phoned in from other parts of the country when *LTM* programs run behind schedule, evidence that the program is being listened to. One challenge is that ZNBC staff has little or no knowledge of what IRI and *LTM* is really about. It was suggested that a presentation on the program be organized to orient staff.

3.5.4 Production and Feedback

Production of EFA went as scheduled with programs on remedial assistance for slow learners, the role of school committee, the need for a conducive learning environment, hindrances to education and how they can be overcome, IRI in government schools, role models, income generating activities, and the importance of reading. The documentaries featured teachers, community members, learners, education and health officials, civil society leaders and other stakeholders in education. Emphasis was put on parents and guardians enrolling their children of school going age in school.

- Yatsani reported 6 callers who specifically commended the broadcasting of *LTM*, two of whom were from Chibombo and Chongwe areas.
- Maranatha reported 2 new IRI schools and one Adult center established in a producer's home village in Kembe.
- Prospective adult learners sent in queries from Kitwe, Luanshya, Chikuni, Lusaka, Kasama, Mongu and Lundazi on how to set up adult literacy classes using IRI.

3.5.5 Way Forward

- At the time of reporting ZNBC had not yet moved the transmitter equipment to Livingstone to improve radio transmission but said that a Station Manager had been identified and that they were working on rectifying the problem.
- Plans are underway to document the Chikuni success story in order to encourage other radio stations to adopt IRI schools.
- Broadcast Schedules showing broadcast times for *LTM* and EFA programs on partner radio stations will be developed and distributed.
- A local radio station to broadcast *LTM* with a coverage area that includes the whole of Livingstone and Kazangula will be identified.
- QUESTT and EBS will draw up a proposal on how MoE and community radio stations can work together and maintain the *LTM* broadcasts after 2009.

3.6 OVC Life Skills Program

3.6.1 Program production and broadcasting

a. Our Family Drama

- The 15 minute local language serial drama forms the basis of the program. The drama, like the feedback programs are professionally recorded at the four partner radio stations. Radio PASME and Radio Mano started broadcasting in the third week of May. Radio Mosi O Tunya and Radio Maria only started at the very end of May.
- The drama is aired on Saturdays and is repeated on Sundays to maximize on listenership.
- Except for the station in Kasama, the stations continued to air the first year drama programs until the start of the new programs mentioned above. 45 such programs were broadcast on the three stations.

b. School Programs

- At the time of compiling the report, five fresh school programs had been broadcast in Livingstone and Chipata and six in Kasama and Petauke. One week of programming was disturbed in certain schools because of the annual school sports festivals.

c. Feedback Program

- Experts in various fields were featured on the feedback programs. They included psychosocial counselors, teachers, NGO managers, and nutritionists.
- Twenty two 30-minute feedback programs were produced from May to June.

3.6.2 School and listener group monitoring

a. Schools

- The Producers visited schools to monitor the implementation of the School program, collect enrollment data and distribute teacher guides and brochures. In Chipata 31 schools were visited, in Livingstone 15, in Petauke 20 and in Kasama 14.
- All schools visited were following the program with varying commitment. Some children found it hard to follow the drama because of lack of nearby listener groups in their communities.
- Some schools had only a single radio catering for the *Learning at Taonga Market* and *Our Family* programs. Certain schools had more than one radio but the lack of classroom space could not allow them to follow the morning program; mornings were reserved for lower classes.

b. Radio Listener Groups

- Visits to listener groups were made for monitoring and program recording. 23 groups were visited in Chipata, 10 in Livingstone, 12 in Petauke and 26 in Kasama.

- The groups visited in Petauke and Kasama were oriented on the radio program through a short training offered by the Producer.
- Livingstone has 125, Petauke 90, Chipata 174 and Kasama 100 active listener groups.

3.6.3 Teacher training

- Training sessions were conducted to orient the teachers on the implementation of the school program, introduce new topics, review the past year and plan for 2008.
- The training was conducted in three phases. On the first day the Ministry of Education officials from the Provincial and District offices were oriented to the program and planned the subsequent training. In the Southern province, 20 officials were trained, in the Northern province 18 and in the Eastern province 26.
- On the following day the ZICs and zone head teachers were oriented and trained as trainers of teachers.

Table 2: Number of ZICs and Zone Head Teachers trained

District	Male	Female	Total
Chadiza	11	6	17
Chipata	28	13	41
Katete	27	6	33
Mambwe	7	3	10
Petauke	21	4	25
Kazangula & Kalomo	10	10	20
Livingstone	16	6	22
Mungwi	25	2	27
Kasama	19	6	25
TOTALS	164	56	220

- Thereafter the zonal staff conducted the training courses for teachers from the schools in their zones. So far the ZICs have submitted the following numbers of teachers trained.

Table 3 Number of teachers trained

District	Male	Female	Total
Chadiza	92	13	105
Chipata	348	172	520

District	Male	Female	Total
Katete	223	107	330
Mambwe	71	26	97
Petauke	272	101	373
Kazangula & Kalomo	62	182	244
Livingstone	80	106	186
TOTALS	1148	707	1855

3.6.4 Listener group training

The mid-year training of listener groups is scheduled for the coming quarter. 90 members of listening groups in Mungwi were oriented on life skills during a one day training arranged by the Producer. The Producer from PASME conducted on site training for members of listening groups in Petauke and Nyimba. Both PASME and Mano are new partner stations that are conducting on site listener group trainings.

3.6.5 Material distribution

The Chipata and Livingstone producers were each sent 40 Freeplay radios while Petauke, a new station, received 120. Kasama is earmarked for 300 radios in the next quarter.

- The teacher's guide for the first ten programs was edited and 1500 printed and dispatched to Producers. These will be used in the quarter under review. A comprehensive guide with all thirty programs will be printed in the next quarter.
- 1700 information brochures in Chitonga, Chinyanja and Ibibemba were printed for each of the four partner stations. These have been distributed to all schools and communities following the program.

3.7 Achievement testing

The reports on the testing of Grade 1 in GRZ schools and Grade 4 in IRI community schools have been completed and are being edited prior to publication.

Testing at the end of 2008 is planned for Grade 2 in GRZ schools and in Grade 4 in IRI community schools. LTM was introduced into Grade 2 classes at the beginning of 2008 in all 72 districts and the aim of the tests will be to assess the impact of the introduction of radio programs into the schools at this level. Testing of Grade 4 learners in IRI community schools was conducted in 2007, but a number of the test items were too difficult and did not discriminate between the learners. The learners were unfamiliar with the format of the test items and many did not understand the instructions. The tests will be revised and thoroughly pretested to ensure that they will discriminate and Grade 4 learners will be tested again.

3.8 Teacher education

3.8.1 *Fastele! Fastele!* radio program for teachers

On 12th May, programs 9 to 13 were delivered to ZNBC for continued broadcast of the programs. Phase 1 of the *Fastele! Fastele!* radio broadcasts ended on 22nd June. Therefore there was a need to design new programs for phase 2 for continuing with the programs.

A workshop to design the second phase of *Fastele! Fastele!* 2008 radio programs was held from 12th to 13th June in Chongwe district. The 15 participants, of which 7 were women, were teachers and DRCCs from Chongwe and Kafue districts and MoE officials from CDC, EBS and TED.

The design document produced has been submitted to DODE for the six producers who were trained by Db Studios to write the drama episodes.

Comments and concerns:

The six producers who were previously trained in script writing were demanding that the writing should be done at a workshop to be held outside EBS working hours. They claimed to have many other programs to write for other partners that might slow down the writing of *Fastele! Fastele!* programs. While MoE Teacher Education pays ZNBC for airtime for *Fastele! Fastele!*, neither DODE nor QUESTT project has the funds to support the additional costs that an external workshop for writing would entail.

The matter has been discussed with the Director and the Chief Education Officer of DODE, who agree that this is part of the core activities of EBS and should not be done outside of regular working hours.

3.8.2 Sample science lessons for grades 5 to 7

The training of 22 ZICs (5 female; 17 male) and 4 MoE district officials (2 female; 2 male) as trainers in the use of *Sample Science Lessons for Grades 5-7* was conducted in Mpika district from 7th to 9th April 2008. The main objective of the training was to equip ZICs with skills to train teachers at the zone centers in the use of sample science lessons. The training focused on how ZICs should:

1. Help teachers to develop learner-centered lessons in science
2. Develop skills in the teachers to identify and use local resources to support the teaching of science
3. Encourage teachers to use the science kits donated to schools by JICA
4. Use the video to train teachers in demonstrations made by other teachers in the use of learner-centered approaches to teaching science
5. Encourage teachers to work together and be models to other schools surrounding the zone center schools

6. Sensitize teachers about the *Fastele! Fastele!* radio programs that support continuing professional development and on the use of teacher diaries to reflect on programs they have listened to and lessons learnt from the programs

As a follow up to ensure that the ZICs had conducted training for teachers at Zone Center Schools, monitoring was conducted by QUESTT and MoE district officials in Mpika from 5th to 6th June 2008. Six zone centers were monitored and it was found that a total of 45 teachers (27 males; 18 females) had been trained. There was evidence in sampled lesson plans of the use of local resources and the science kits for teaching science. The zone trainings were locally supported by head teachers who provided training resources such as markers, flip charts, plain papers and, in some cases, lunch and drinks.

Comments and concerns:

Some of the challenges from the monitoring were that 2 Zone center schools had not yet conducted their training.

- Mundu wa Ntaga planned to train on 20th June, as only the ZIC and the head teacher had previously been at the school. Now that a third teacher has been posted to the school, the school has invited other teachers from other schools to contribute food and to send their Grade 5-7 teachers for training. Kapengwe was advised to conduct the training as soon as possible.
- All zones requested MoE and QUESTT to consider providing financial support for training teachers in other schools in the zone.
- Sample science manuals were insufficient as only two were provided per zone. More were required for training teachers from schools outside the zone center. Zone centers requested for at least 3 copies of the science manual and a CDROM for training. Overall at least 820 CDROMs and 700 Science Manuals are needed.

3.8.3 ZATEC by distance education for community school teachers

Instructional design specialists from NISTCOL and DODE reviewed the final modules for ZATEC DE at a two-day workshop in Kafue, with assistance from QUESTT. From 14th to 19th April 2008, the final eight modules for the distance education program were sent to Colleges of Education.

On 17th June a follow up was made to Examinations Council of Zambia (ECZ) on the registration of 450 ZATEC community school teachers for the examinations. It was discovered that Chipata, Kitwe, Mansa and Mongu Colleges had not yet sent the registration forms to ECZ. QUESTT reminded the Colleges of Education to send the registration forms to ECZ.

Current enrolment levels at the eight Colleges of Education offering the DE program are as follows: Chipata 56, Kasama 29, Kitwe 60, Malcolm Moffat 49, Mansa 59, Mongu 53, Mufulira 59, Solwezi 69. Reasons given for attrition include falsified registration documents (8), death (2) and level of difficulty (5).

Comments and concerns:

The MoE's decision to provisionally change the teacher training program from one year to two years while they pilot the intended three year program in three colleges may put at risk the usefulness of the DE modules that have been developed in collaboration with QUESTT. In June the COP, DCOP and EDC Regional Director met with the Director TESS to discuss the possibility of continuing to train community school teachers by distance education using the one year program. While all colleges of education are using the two year program as of January 2008, private colleges continue to offer the one year program. This would be an effective way to address the teacher shortage, as there will only be candidates from the QUESTT-sponsored program and the private colleges who will write the exams to become certified in December due to the change to a two year program. In the meantime QUESTT will work with the Ministry to discuss the revision of the DE modules to reflect the changes in the teacher training curricula.

3.8.4 Using MP3 players to enhance teaching and learning

Monitoring of use of MP3s was conducted from 2nd to 6th June 2008 in Mufumbwe, Mkushi and Mpika districts. The objectives of the monitoring were to see how teachers were using MP3s to deliver IRI, to establish how teachers were using MP3s as a resource for themselves and to find out the extent of collaboration that existed among teachers. 20 teachers (8 female; 12 male) in 11 schools were monitored by officers from MoE (EBS & CDC) and district offices and QUESTT project.

The findings were that in all the three districts there was no problem in operating the technology. The technology was used very efficiently and teachers were able to pause and rewind effectively during the lessons. There was evidence of the use of resources that had been created based on the video resources on the MP3s. Both teachers and learners used the chalk board and learners were given more practice in reading words or sentences written on chalk board. Learners copied words or sentences in their exercise books. Schools were able to schedule the lessons and timetables as appropriate. This enabled teachers to pass the MP3 from one teacher to another. Teachers were previewing the lessons before teaching. The journals were well maintained.

The data collected is being entered and analyzed by the M&E section.

Mr. Sampa made a presentation on the use of MP3s in community schools at the PCC Teacher Training sub-committee meeting on May 12.

An article on the use of MP3 players has appeared in the July 2008 issue of EQ Review Vol 6 No 2, which is published by USAID's EQUIP 1

Comments and concerns:

One of the challenges was that schools did not have grade 2 mentors' guides. There is an urgent need for more mentors' guides for distribution since DEBS offices do not have extra copies to distribute.

The radio in Chimbofwe Ccommunity School in Mkushi district was not loud enough for both the teacher and the learners. In the next quarter QUESTT will sample some of the radios with low volume to determine the cause of low volume in some of the radios that were distributed.

Teachers were reminded not to rush through the lessons since they could rewind and use the pause button on the MP3, unlike in ZNBC broadcasts. They were advised to emphasize all parts of the lesson in the post broadcast.

3.9 Monitoring and evaluation

3.9.1 Overview

The report outlines the Monitoring and Evaluation activities that were undertaken during the quarter. These are activities that were done to support QUESTT reporting needs and other decision making, learning and planning purposes.

On April 22, M&E disseminated results of the 2007 Statistical Bulletin to QUESTT staff and MOE officers from DODE and Directorate of Planning and Information. The two M&E officers and the Chief of Party from Tanzania were also present at the meeting.

Entering of enrollment data into in Excel work sheet started. However, more data from all the provinces has not yet been submitted data to the QUESTT office.

The first drafts of the Grade 1 and Grade 4 IRI Evaluations report were completed.

Templates for the monitoring of IRI in GRZ and community schools were developed and distributed to the provinces for the collecting of data.

The first draft of the OVC Life Skills interim evaluation report on the KAP survey has been circulated.

3.9.2 2008 IRI Enrolment Results

The 2008 IRI enrolment data entry started in May. However, due to the limited number of forms received so far, Data Entry Assistants were able to finish entering data from the available forms into the computers within one month. The number of learners from all provinces received so far, except Copperbelt, is 41,939 for Community schools and 59,731 learners for GRZ schools, giving a total of 101,670. There are 11,090 orphans in Community schools and 9,517 in GRZ schools.

From the data received so far there are 1,259 IRI teachers in GRZ schools while 790 are from Community schools.

3.9.3 Number of teachers trained in IRI

During this quarter, data for the teacher training in January for both pre-service and in-service teachers in IRI methodology continued to be received and entered. The table below summarizes the number of teaching staff that were trained in IRI methodology for the Grade 2 nationwide rollout from both GRZ and community schools.

Table 4: Number of teachers trained in IRI

<i>School type</i>	<i>Gender</i>		<i>Total</i>
	<i>Male</i>	<i>Female</i>	
<i>GRZ school</i>	3 097	2 399	5 496
<i>Community school</i>	913	366	1 279
<i>Total</i>	4 010	2 765	6 775

3.9.4 IRI Evaluation

During the quarter, the M&E section finalised the Grade 1 and 4 IRI Evaluation draft reports. These have since been circulated to QUESTT staff for comments. A dissemination meeting of key findings will be set up during the next quarter. A summary of the main findings is given below.

a. Grade 1 results in GRZ schools

Overall performance in Numeracy was good with learners scoring an average of 66.7% and learners from IRI GRZ schools performing better (71.1%) than those from control GRZ schools (57.1%). Poor overall performance was recorded in Literacy, however, with an average of 23%. Learners from IRI GRZ schools scored 27.9% while those from control GRZ schools scored 13.4%. The findings are presented in the table below.

Table 5: Mean scores for Grade 1 in GRZ schools

<i>Type of school</i>		<i>Literacy (29 points)</i>	<i>Numeracy (26 points)</i>	<i>Total (55 points)</i>
Control N: 319	Mean	3.9	14.9	18.7
	Percent	13.4%	57.1%	34.1%
IRI schools N: 617	Mean	8.1	18.6	26.7
	Percent	27.9%	71.7%	48.6%

b. Grade 4 results in IRI community schools

Results indicate that performance was poor across all the provinces and there were no significant differences in terms of performance between control schools and IRI schools with overall mean scores of 31.4 and 31.3 respectively as shown in the table below.

Learners from IRI Schools performed slightly better than learners from control schools in Mathematics and Social Studies by achieving 27.4% and 52% compared to 26.4% and 50.5% respectively, while on the other hand learners from control schools performed slightly better than learners from IRI Schools in English and Science by achieving 17.9% and 42% compared to 16.6% and 40.6% respectively. However it is unlikely that these differences are significant.

Table 6: Mean scores for Grade 4 learners by school type and sub-test

<i>Type of school</i>		<i>Mathematics [27 Points]</i>	<i>English [27 Points]</i>	<i>Science [21 Points]</i>	<i>Social Studies [21 Points]</i>	<i>Overall Total [96 Points]</i>
Control [N=259]	Mean	7.1	4.8	8.8	10.6	31.4
	Percent	26.4	17.9	42.0	50.5	32.7
IRI Schools [N=653]	Mean	7.4	4.5	8.5	10.9	31.3
	Percent	27.4	16.6	40.6	52.0	32.6
Total [N=912]	Mean	7.3	4.6	8.6	10.8	31.4
	Percent	27.1	17.0	41.0	51.6	32.7

4. Special events and visits

In the first week of April, the Embassy PA teams organized a tour to Eastern Province to see US projects in the province. They paid a visit to Radio PASME and saw the OVC Life Skills program in action in a listening group.

QUESTT staff assisted the FTI evaluation team with documents and visits to schools during April.

Francis Sampa, Teacher Education Coordinator, attended the USAID education conference in Addis Ababa, Ethiopia, from April 12 to 19. The theme of the workshop was *Leadership, Vision and Action*. Following the workshop the Zambian team decided on the following action points for Zambia:

- Creating policy standards
- Education Technology
- Literacy
- Public/private partnership

On April 21 Beth Murphy and Joseph O'Reilly from Book Aid International in London met the COP to discuss their plans for donating books to schools in Zambia.

On April 25 QUESTT participated in the 30th Anniversary celebrations of USAID in Zambia, providing information on project activities and displaying samples of materials.

The Teacher Education Advisor visited an EDC project in Antananarivo May 9 to 23 to assist Ministry officials in the development of IRI scripts for beginning ESL learners at Grade 6 level. He also made a presentation to the Madagascar Ministry of Education, USAID and other partners on the use of the MP3 player as a means of delivering IRI lessons and teacher resources to schools beyond the reach of radio broadcast.

The National Outreach Coordinator (NOC) and COP attended the launch of the Book Bus at the British High Commission on May 16. The Book Bus Foundation was initiated by Tom Mascher, a retired publisher from UK, who in 2006 saw at first hand the scarcity of books in remote areas. The Book Bus provides mobile library and storytelling services to children from marginalized communities and has been welcomed by teachers and community leaders. It is filled with reading books and painted on the outside by one of best known British children's artists. The NOC and the POCs in Lusaka, Central, Copperbelt and Southern provinces have been advising the Book Bus organizers and assisting with the identification of schools.

On June 3 the COP attended the presentation on the Impact Evaluation on Primary Education in Zambia at Cresta Golf View by the Policy and Operations Evaluation Department of the Netherlands.

A delegation of Ministry of Education officials from Malawi visited the project from June 6 to 13 to see how the IRI program in Zambia had developed over the years. Visits to schools in Lusaka and Southern province were organized to see the IRI and OVC programs in operation and meet the teachers and learners. The delegation held meetings with their counterparts in the Zambian Ministry of Education to learn how the Ministry has been involved.

The COP and two M&E specialists from EDC's RISE project in Tanzania visited the project from June 21 to 26. They visited schools using the MP3 players and GRZ and community schools using IRI. They had meetings with the M&E Coordinator to learn about QUESTT M&E operations. During meetings at the Ministry, the Director of DODE expressed interest in learning more about RISE pre-school activities.

The Day of the African Child, June 16



Teacher Margaret and Bauleni pupils welcoming the guests at Lusaka High School

June 16 every year is dedicated to the African child. In 2008, Bauleni IRI School was chosen to benefit from donations collected from the staff of QUESTT, DODE, and USAID. A function was arranged at Lusaka High School and 50 of the most deserving children from the school came to receive their gifts. The famous Zambian songstress, Lilly T, kept the children on their feet with original and local songs through the afternoon and also donated a number of items, including insecticide-treated nets from the Malaria Control. The children could not wait for the night to come to sleep under the nets. "When are we going to come again?" one girl asked, wishing the day could be celebrated monthly.

5. Staffing

Mr Cosmas Musumpuka, the POC for Central Province, was appointed District Commissioner for Kapiri Mposhi and resigned with effect from 30th April 2008.

Mr Harrison Mwanza, who had previously worked in Kabwe as an Outreach Assistant, was appointed as Acting POC until an appointment could be made.

Mr Emmanuel Malubila continued to act as POC for Lusaka until Mr Conrad Bwalya returned from the Peace Corps pre-service training at the end of April.

Mr James O'Rourke, DCOP, traveled to Madagascar from 8th to 23rd May to assist EDC's project there.

6. SUCCESS STORY

Chinenke Community School



Picture 1: Learners attending lesson in a completed classroom

Chinenke community school is located in Mbala district in Northern Province. The School was established in 2004 and currently has 200 pupils from grades 1-4(lower basic).

The school received a grant from QUESTT amounting to K5,000,000.00 to complete its 1 x 2 classroom block. The classroom block has had a bare floor and had walls which were not plastered. Mr. Friday Sichilima a mentor

at the school explained that, at least once every week, community members and the children spent close to four hours pasting a type of soil from outside the building on the classroom floors to avoid dust. He explained how this exercise distracted school lessons.

With the grant funds, the community was able to purchase bags of cement and 16 desks. The building has been plastered and now has a concrete floor. In addition to creating a much more conducive learning environment where children now sit on desks and not on logs as was the case, the project has also recorded increased enrollments rates and has attracted additional financial support from other institutions. The school has also been supported by the Constituency Development Fund to paint the school.

In summary, the project has transformed the school into a relatively modernized classroom block and has attracted greater community participation and involvement.

APPENDIX A: Intermediate results

Summary (April 1, 2008 – June 30, 2008)

Related to IR	Indicator	Baseline	Target (by 2008)	Target (by 2009)	Status	Next Update
Primary schools adopting IRI as a way of improving access and quality in basic education	1. Number of primary school students enrolled in IRI participating schools	38,513 (2004)	520,000	640,000	Dec 2007 305,064 Male: 153,803 Female: 151,261	Sept 2008
Teaching skills of participating teachers improved	2. Number of teachers trained in IRI	540	9,000	12,115	Jan 2008 6775 M: 4010 F: 2765	April 2008
	3. Number of teachers enrolled in teacher training course (distance mode)	0	450	800	445	Aug 2008
Enhanced institutional capacity of government to mainstream, manage and supervise IRI activities	4. Number of MOE officials and administrators trained in IRI and education management	101	2,400	2,970	280 M: 201 F: 56	May 2008
Improvement of learning resources	5. Number of teacher's guides and other teaching and learning materials provided	1 .Mentor Guides	44,000	80,000	46,500	Jan 2009
		2. Radios	8,000	10,000	8,200	Jan 2009
		3 .MP3 players	50	550	49	Jan 2009
		4. Reading books	15,000	15,000	13,415	June 2008
		5. Science manuals	250	1300	200	June 2008
Enhanced participation of community-based organizations in OVC empowerment programs	6. Number of community radio stations, CBOs, churches and partner organizations supporting QUESTT programs	6	50	60	41	July 2008
Enhanced participation of communities in the education of their children by supporting the schools	7. Number of school committees supported with grant funds	0	200	300	194	Dec 2008
	8. Number of school structures built or repaired with grants	0	150	250	122	Dec 2008
Parents and caregivers enroll in and participate in OVC empowerment programs	9. Number of parents, caregivers and community based trainers trained in OVC programs	0	3700	4300	2457	April 2008