

EDC Support to Zambia's Ministry of Education

QUESTT

(Quality Education Services Through Technology)

QUARTERLY REPORT

JULY 1ST TO

SEPTEMBER 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.	9
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	10
2.8 Number of school structures built or repaired with grants.....	10
2.9 Number of parents, caregivers and community-based trainers trained in OVC program.....	10
3. Overview of Activities	11
3.1 Development of programs and materials.....	11
3.2 Outreach.....	12
3.2.1. Monitoring	12
3.2.2 Training	13
3.2.3 Survey on use of bicycles	14
3.2.4 POC/SEO Review and Planning Meeting	15
3.2.5 Outreach activities for the next quarter	16
3.3 Partners’ Support	17
3.3.1 Partner support in provinces.....	17
3.3.2 Partnership Coordinator’s activities for the next quarter	17
3.4 Small Grant Scheme.....	18
3.4.1 Introduction	18
3.4.2 Monitoring	18
3.4.3 Progress Achieved	19
3.4.4 Challenges.....	19
3.4.5 Environmental Impact Assessment.....	19
3.4.6 Grant status.....	20
3.4.7 Grants activities for the next quarter.....	20
3.5 Community Radio Stations	21
3.5.1 Partner radio stations	21
3.5.2 Visit to Maamba DEBS and Livingstone PEO	21
3.5.3 ZNBC radio signal	21
3.5.4 POC SEO Workshop.....	21

3.5.5 Challenges	22
3.5.6 Activities for next quarter	22
3.6 OVC Life Skills Program.....	24
3.6.1 Program production and broadcasting.....	24
3.6.2 Monitoring, evaluation and field visits	25
3.6.3 Material Distribution	26
3.6.4 Plans for next quarter	27
3.7 Teacher Education	28
3.7.1 <i>Fastele! Fastele!</i> radio program for teachers	28
3.7.2 Sample science lessons for grades 5 to 7.....	28
3.7.3 ZATEC by distance education for community school teachers.....	29
3.7.4 MP3 players	29
3.7.5 Teacher Education activities for the next quarter	30
3.8 Monitoring and evaluation.....	31
3.8.1 Enrolment Data Management.....	31
3.8.2 IRI Evaluation.....	31
3.8.3 IRI Monitoring.....	31
3.8.4 M&E activities for the next quarter	32
4. Special Events	33
5. Staffing.....	34
APPENDIX A: Update on Science Manuals April 2008.....	35
APPENDIX B: Enrolment data	36

Abbreviations and acronyms

CBO.....	Community-Based Organization
CDC	Curriculum Development Center
COP.....	Chief of Party
CRS	Community Radio Station
CSC	Center Support Committee
DE	Distance Education
DEBS.....	District Education Board Secretary
DESO	District Education Standards Officer
DODE	Directorate of Open and Distance Education
DRCC.....	District Resource Center Coordinator
EBS.....	Educational Broadcasting Services
EFA	Education for All
EMIS	Education Management Information System
ESO	Education Standards Officer
GRZ.....	Government of the Republic of Zambia
IRI.....	Interactive Radio Instruction
LTM	Learning at Taonga Market
M&E.....	Monitoring and Evaluation
MOE.....	Ministry of Education
NGO	Non-Governmental Organization
NOC.....	National Outreach Coordinator
ODL	Open and Distance Learning
OVC	Orphans and Vulnerable Children
PCI	Project Concern International
PEO.....	Provincial Education Officer
POC.....	Provincial Outreach Coordinator
QUESTT	Quality Education Services Through Technology
SEO	Senior Education Officer
SESO	Senior Education Standards Officer
SIC.....	School In-service Coordinator
TA	Technical Assistance
TED.....	Teacher Education Department
VCT.....	Voluntary Counseling and Testing
ZATEC	Zambia Teacher Education Course
ZEST	Zone Education Support Team
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

In preparation for the revision of the Grade 5 LTM programs to bring them in line with the new curriculum, EBS conducted a needs assessment to see what improvements might be needed in the new programs apart from curriculum changes. Electronic versions of the Mentor's guides for Grades 1, 2 and 6 were given to UNICEF who are assisting the Ministry by printing copies for distribution to schools.

The Provincial Outreach Coordinators made monitoring visits to a total of 239 schools during the quarter. They found that many IRI centers are registering as community schools. They also found that ZICs were collecting data and conducting monitoring visits to the schools using IRI.

Western Province reported a training course for mentors in Sesheke using MOE funds. Lusaka, Northwestern and Southern provinces have held review meetings with ZICs and other MOE officials to review IRI activities and to devise new strategies.

The training of college of education lecturers in 2007 in the use of IRI has enabled the colleges to include IRI in the training of student teachers. The use of IRI has now been included in the schedule for all the colleges.

The annual POC/SEO review meeting, held in Kafue in August, was made the focus of a more detailed look at the project activities and the strategies for ensuring that MOE continued to implement them after the end of the project. After reviewing all project activities, detailed work plans were prepared for each province and for headquarters staff

using the format of the Directorate of Planning to enable the activities to be inserted into the Ministry's own Annual Workplan and Budget.

The project continues to liaise with other NGOs in the support of IRI community schools, but the emphasis now is on linking them to the Ministry of Education rather than to the project.

The 140 community schools which were awarded grants in 2007 have now been paid all the installments. Three communities in Luapula Province will receive their final installment in October, as the dispersal of funds to them from the district office was delayed. Fifteen grants were withdrawn from the communities because MOE allocated funds to build a classroom block at the school, the community misapplied the funds or made no progress on the project. As the final reports are being compiled, documentation relating to environmental impact assessments is being collected and will be filed with the final report on each project.

All community radio stations have continued to produce *Education for All* programs weekly and broadcast *Learning at Taonga Market* programs except for Chikaya whose transmitter was damaged and Mazabuka which has not produced the EFA program since the last quarter. Monthly updates on community radio station activities continued to be received. Apart from Yangeni Radio Station which was visited, no monitoring visits were made to the other stations. A visit to Sinazongwe and Livingstone to see DEBS and PEO respectively was undertaken to verify areas able to receive the ZNBC radio signal. ZNBC has procured all the necessary equipment to improve the poor radio reception in Livingstone and surrounding areas.

The four community radio stations in Livingstone, Chipata, Petauke and Kasama continued to broadcast the OVC Life Skills programs, with each station airing ten of the drama and ten schools programs and thirteen of the feedback programs. Meetings were held with Oblate Radio Liseli in Mongu and Radio Yangeni in Mansa to prepare them for the introduction of the program to their stations in 2009, and two producers were selected for appointment to the stations. Copies of the newly printed Teacher's Guide were sent to all radio stations for distribution to the schools, and 432 radios were distributed to listener groups.

There was a break in the broadcasting of *Fastele! Fastele!* while waiting for the EBS producers to write the dramas for the next set of programs. The existing programs will be repeated until the new programs are ready.

The colleges of education conducted the two-week residential session for the ZATEC distance education program for community school teachers in August. The final residential session leading up to the examination will be held in November and will include an extra one-week session for extra tuition in Math and Science.

Eight additional video resources for teachers were installed on the iPods in the schools. Requests were received from the provinces for iPods from over 1000 schools which had no reception or poor reception. 210 of these schools will be selected and receive iPods in January 2009.

M&E has been collating the enrolment data but has found that the enrolment forms have not been received from many schools. However the EMIS data collected by the Directorate of Planning and Information shows that there are 1,877 community schools with 360,523 learners using IRI and 2,995 GRZ schools with 444,744 learners in Grades 1 and 2 using IRI.

The Teacher Education Coordinator and M&E worked closely with officials from Standards, Teacher Education, Education Broadcasting Services, and Examination Council of Zambia to develop items in English, Mathematics, Science and Social Studies for pre-testing for inclusion in the final test paper for use in the evaluation of Grade 4 learners in October.

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

Data drawn from the draft statistics collected by the Directorate of Planning and Information from the Annual School Census forms indicates that there are 444,744 learners in Grades 1 and 2 in 2,995 GRZ schools using IRI, and 360,253 in 1,877 community schools using IRI.

Teaching skills of participating teachers improved

2.2 Number of teachers trained in IRI

Eleven teachers in Western Province were trained in IRI during this quarter, with funds provided by the MOE..

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.

Improvement of learning resources

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

4500 copies of the teacher's guide for *Our Family* were printed. An initial distribution of 500 copies was made to each of the six radio stations with the remainder kept to be issued as needed.

432 Freeplay radios were distributed to the radio stations for the *Our Family* program. This number included a donation of 332 from Reid Elsevier which was obtained through Freeplay Foundation.

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.

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 108 school committees 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

The final figures from the training conducted in April show that 2821 provincial staff, zonal school heads, ZICs and teachers were trained in the OVC program. In addition there are 482 active listener groups participating in the program. 600 listener group leaders have received additional training.

3. Overview of Activities

3.1 Development of programs and materials

EBS conducted a needs assessment of the Grade 5 programs in preparation for 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 was to assess what additional material or change in format is required in the new programs.

Findings released so far indicate that teachers reported that:

- The LTM program increases the children's interest in learning
- Absenteeism is reduced and enrolment increased
- Children are able to express themselves in English
- Poor radio reception is hindering the effectiveness of the program
- Most schools did not have Grade 5 mentor's guides or the necessary charts.
- Children come to school late due to the long distances from home to school

However, there were no suggestions relating to the format of the present Grade 5 programs.

UNICEF is assisting EBS with the printing of mentor's guides for Grades 1, 2, 5 and 6. The printing should be completed before the end of the year.

3.2 Outreach

This fourth quarter report focuses on the monitoring of the LTM implementation in both GRZ and Community schools. It also highlights review meetings with ZICs. Other Outreach activities undertaken were the POC/SEO review and planning meeting attended by all QUESTT staff and officials from DODE.

3.2.1. Monitoring

A total of 239 schools (88 GRZ; 151 Community) were monitored by the Provincial Outreach Coordinators. In Eastern, Luapula, Northern, Northwestern and Western provinces, the schools monitored included those which are receiving small grants.

Province	District	Schools visited		Total
		GRZ	C/Schools	
Eastern	7	-	37	37
Lusaka	3	51	2	53
Copperbelt	5	28	16	44
Luapula	6	3	37	40
Northern	6	-	23	23
Northwestern	1	-	4	4
Western	3	-	14	14
Central	5	6	18	24
Total	36	88	151	239

In Lusaka Province the POC reported that all eight zones in Kafue District are actively implementing IRI, and all GRZ and community school teachers have been trained in the use of IRI with funding from QUESTT, CHANGES2, PCI or MOE. The DEBS office continues to conduct training during term breaks with MOE funds.

In Chongwe District the DEBS office has been overwhelmed with IRI activities following the retirement of the ESO-ODL, but the SICs and ZEST team have been involved in monitoring IRI lessons. Chongwe zone center has procured a radio cassette player which they are using to record lessons for schools in the zone. Basic schools that started piloting IRI in 2005 are now implementing the program in Grade 4.

In Copperbelt Province the main purpose of monitoring was to ensure that ZICs submitted the required information. It was found that the ZICs in the three districts visited had monitored 75% of the schools in their zones and had been able to collect the correct information. Ten center support committees in Kitwe withdrew their support when the community school guidelines were distributed to schools, which means that there is an urgent need to sensitize the CSCs on the Ministry's policies on community

schools. The number of IRI centers on the Copperbelt has decreased because they have become community schools.

In Luapula Province, the POC reported that IRI centers have also become community schools, enrolment has increased and learner attendance has improved. The Ministry has started to post trained teachers to community schools, and there is improved community participation in schools, with 75% of the communities cultivating gardens for the volunteer teachers.

The posting of trained teachers to community schools is also reported in Central Province.

The POC and SEO-ODL in Western Province monitored schools in four districts, and found that many teachers in the community schools were panicking because they think they will lose their jobs to trained teachers. As a result many are trying to improve their grade 12 certificates in order to qualify for the ZATEC distance education program.

3.2.2 Training

Only one province, Western, conducted a training course in IRI this quarter, since training needs were satisfied by the training programs in January. Western province trained 11 teachers from GRZ and community schools in Sesheke with funds from DODE. The morale among the participants was high, although they were only given transport refunds and not given any out of pocket allowances. The training was conducted by the SEO-ODL, the SESO-ODL, the POC, the DRCC and the ESO.

Northwestern, Lusaka and Southern provinces conducted review meetings with a total of 66 ZICS and other MOE officials in attendance.

Province	Number Trained		Total	Funded By
	Male	Female		
Southern	15	9	24	QUESTT
Lusaka	5	13	18	MOE
Western	7	4	11	MOE
Northwestern	16	8	24	MOE
Total	43	34	77	

In Southern Province the POC, SESO-ODL and *Our Family* producer conducted a review meeting for teachers of IRI, head teachers and ZICs from Riverview and Katombora zones, to discuss the performance of schools using IRI, *Our Family* and *Fastele! Fastele!* and the coordination with other teachers.

In Lusaka the SEO-ODL and the POC called all the ZICs for a feedback meeting to review the IRI activities and work out new strategies.

In Northwestern province the POC conducted review meetings in Mwinilunga, Solwezi and Kasempa to review the LTM activities. The meeting was attended by DEBS, DESOs, ESO-ODLs, ESO Generals, ESO-Special Education, DRCCs, Planning Officers and Accounting Officers. The districts pointed out the following challenges:

- Transport was inadequate.
- The work load cannot allow them to concentrate only on IRI activities.
- Many times ZICs could not perform well due to inadequate time available to them.
- Three quarters of the rolled out schools have poor radio reception.

The review meetings resolved that:-

- The MOE should provide enough transport and learning/teaching materials
- IPods should be provided for schools with poor reception
- MOE should provide funding for all IRI activities
- The QUESTT project was phasing out in September 2009, but the IRI program should not phase out.
- Special Unit teachers should be trained in the LTM program
- Monitoring must be done regularly
- Administrators should be updated on the LTM program
- Materials should be made available to all schools
- ZICs should submit reports and data in good time

The Teacher Education Coordinator visited five colleges of education to ascertain whether the student teachers were being trained in IRI. All except one had included training in the use of IRI in first year of their program, while Kitwe planned to include IRI in the second year.

At Malcolm Moffat College of Education there is an IRI Core Group supervised by a trained IRI Coordinator who is also an IRI methodology instructor. The College has ten classes where IRI methodology is introduced and the lessons are taken by twelve lecturers. The main challenge that lecturers are facing in this initiative is inadequate number of radios because they have one radio only for all ten classes.

3.2.3 Survey on use of bicycles

In July 2008, 420 questionnaires were distributed to find out how ZICs were using the bicycles that were provided by QUESTT in 2007. 94 ZICs (66 male, 28 female) from 12 districts responded. The table below shows the number of visits ZICs made to schools with or without bicycles:

Year	# of visits	% increase / decrease
2006 without bicycles	491	
2007 without bicycles	167	
2007 with bicycles	605	
2008 with bicycles	390	6 months only from Jan to June 2008

There was an increase in the number of visits ZICs made in 2007 when they received new bicycles from QUESTT. Judging by the number of visits made in the first six months of 2008, the number of visits made using the bicycles increased again.

ZICs indicated that they used bicycles for the following purposes:

- Monitoring and data collection
- Attending meetings, workshops, HIV/AIDS and sports activities
- Delivering reports to and collecting materials from the DEBS' offices
- Delivering circulars to schools

3.2.4 POC/SEO Review and Planning Meeting

The POC/SEO review and planning meeting which was held in Kafue from 5th to 8th August. It was attended by MOE officials from DODE, and QUESTT staff. The aim of the workshop was to devise strategies that would ensure the mainstreaming of QUESTT activities into MOE, and to explore means of strengthening the relationship between MOE, Community Radio Stations and other partners. During the workshop, workplans were developed for activities at MOE and QUESTT in Lusaka and in the provinces for the coming year using the MOE format to ensure that all activities can be incorporated into the MOE workplans at both HQ and provincial level and to ensure a smooth handover of activities and functions.

3.2.5 Outreach activities for the next quarter

Month	Activities
October	<ul style="list-style-type: none"> - Distributing learning/teaching materials, broadcast schedules. - Processing applications for grants - Preparations for the visit of the Education Secretary to Maanu Bwami Community School in Livingstone. - Conducting achievement testing.
November	<ul style="list-style-type: none"> - Training CSC in grant management - Attend the CRS managers workshop on entrepreneurship training to pass on the skills to POCs and CSC. - Hold discussions with various stakeholders on the LTM Special Open Day, which is scheduled for March 2009. - Monitoring IRI schools in selected provinces.
December	<ul style="list-style-type: none"> - Finalizing discussions on the LTM Special Open Day compiling the quarterly report.

3.3 Partners' Support

3.3.1 Partner support in provinces

In Northwestern province the POC made contact with Sachikombo HIV AIDS Prevention and Education Programme (SHAPE), a faith based organization in Mwinilunga District which is supporting OVC. It works towards the mitigation of the impact of HIV/AIDS, provides VCT, manages home-based care groups and supports OVC. This is a potential partner for sustainable support to the LTM program in Mwinilunga.

In Eastern province the three main cooperating partners are:

- World Vision –provision of educational materials benefiting 8,000 children,
- World Food Programme – providing food for listening benefiting 20,000 children
- Eastern Province Women Development Association (EPWDA) continues opening new learning centers benefiting 8,000 children

In Western province the Partnerships Coordinator was able to follow-up on the performance of Nzuli, a CBO that was trained in fashion and design, how to operate a pedal-sewing machine and other tailoring skills. The CBO has made uniforms that are sold to schools to raise support for the two IRI schools they are running. Their biggest challenge was finding a market for their products.

3.3.2 Partnership Coordinator's activities for the next quarter

- Monitoring the impact of training of CBOs in Northern, Copperbelt, Northwestern, Central, Luapula, Eastern, Southern, Lusaka and Western provinces
- Strengthening existing relationships and capturing relevant information on support for this year
- Visiting Government Departments and Ministries responsible for OVC

3.4 Small Grant Scheme

3.4.1 Introduction

The major activity undertaken during this period has been the monitoring of community projects and Environmental Impact Assessment. The report highlights the findings of the monitoring activities.

3.4.2 Monitoring

The following were the summary findings:

- A total of 108 communities were monitored
- The communities have shown a high level of commitment to their respective projects and have worked hard to achieve the milestones as required by the terms of the agreements
- None of the communities monitored misappropriated grant funds.
- The Ministry of Education has provided funds to 2 of the communities monitored to construct 1 x 3 classroom blocks and teachers' houses

Monitoring 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	10
Northern	42	32
Luapula	23	19
Eastern	30	18
Western	34	24
Lusaka	5	5
Total	158	108

3.4.3 Progress Achieved

Out of the 108 communities monitored, 96 had successfully completed the third milestone activities and have been paid the third and final allocation to complete the project. However, five of the communities are yet to receive the last allocation while seven of the communities had their grants terminated. The grants were terminated for the following reasons:

- Five communities mismanaged grant funds. These include Mutonsha, Nsemba, Nachisanga and Chanda Katebo community schools in Northern province and Nasiwe community school in Western province. A total of K13,625,000 (approx \$3406) was mismanaged by these communities.
- The government through the Ministry of Education has provided funds to construct regular or government schools within two of the communities that have received grants. The Ministry has provided K180 million to each community to construct 1 x 3 classroom blocks and teachers' houses at different sites from the community schools but within the same locality. As a result of this development, learners from the community schools are more likely to shift to the regular schools which will inevitably adversely affect the community schools' existence. Therefore, the basis on which support to the community is provided will no longer exist and hence the decision to terminate the grant.

3.4.4 Challenges

The major challenge faced by the majority of the communities has been inflation. The cost of materials and transport required for the projects has kept on increasing and now cost far more than what was budgeted. The result has been that communities could not purchase all the required materials to complete their projects or has forced communities to readjust budgets so as to purchase the most critical materials.

3.4.5 Environmental Impact Assessment

All the projects are now being subjected to environmental impact assessment. The EIA forms have been prepared and dispatched to the POCs for the exercise. However, only Western province has commenced the exercise and has carried out assessments on the ten community schools that received grants.

Closeout forms have also been prepared for purpose of providing adequate details and information of the progress achieved by the communities after payment of the all installments. The forms will be the basis on which the final report for the 2007 grants scheme will be developed.

3.4.6 Grant status

Out of the 158 communities that were funded, 140 communities have completed milestone three activities and have been paid the last allocation to complete their project. Only 3 communities are yet to be paid the last allocation while 15 communities have had their grant contracts terminated for various reasons as follows:

- The Government through the Ministry of Education is putting up government schools in 3 of the communities, which means that the community schools will no longer exist and therefore cannot be supported. The Government has provided K 180 million for the construction of a 1 x 3 classroom block in each of the 3 communities.
- Grant contracts for 7 communities were terminated because of misapplication or misappropriation of the grant funds.
- Projects in 5 communities failed to progress because of lack of community participation and internal conflicts.

The table below shows the grant status of the projects

Province	Total no. of grantees	No. of grants terminated	No. of grantees with completed grant payments	No. of grantees with pending grant payment
Northwestern	24	-	24	-
Northern	42	8	34	-
Western	34	2	32	-
Lusaka	5	-	5	-
Eastern	30	2	28	-
Luapula	23	3	17	3
Total	158	15	140	3

The table shows that Northern Province had the highest number of grants terminated while Northwestern Province did not have any of the grants cancelled. Northern Province also had the highest number of communities awarded grants and as such frequent monitoring of all communities became increasingly difficult.

3.4.7 Grants activities for the next quarter

- a. Funds are available to award 50 grants in the next quarter. POCs are processing applications.
- b. Processing grant applications for the 2008 grant facility. The activities will include:
 - Selection, approval, contracting and training of CSC by November 21, 2008
 - Disbursement of the first allocation by December 7, 2008
- c. Compiling the final grants report for the 2007 grants scheme to be completed by December 30, 2008

3.5 Community Radio Stations

3.5.1 Partner radio stations

All community radio stations continued to broadcast LTM and produce the EFA programs based on the 2008 educational themes except for Mazabuka. A total of 200 radio programs of which 20 were drama were broadcast. Radios Mazabuka and Chikaya did not report any activities with the latter alluding to equipment malfunctioning as one of the reasons that they failed to broadcast. At the time of writing this report Chikaya was only able to broadcast at 30 km radius thereby covering certain parts of Lundazi Township. Radio Icengelo produced 20 educational drama programs and the drama group performed four road shows depicting the importance of education.

Radios Yangeni, Mano, Yatsani, Maranatha, FCC, Chikuni, Oblate Liseli, Maria reported that the demand for education still continues, though communities complain that schools are failing to enroll all children due to the limited number of schools and school places. FCC reported that the opening of the Mines in North Western province has seen over enrolment in community schools because of the migration of people from other towns.

3.5.2 Visit to Maamba DEBS and Livingstone PEO

The trip was undertaken out of a concern about conflicting statements over radio reception in the southern parts of the country. A discussion with PEO, SESO, and SESO-ODL for Southern province revealed that the radio reception in Livingstone was poor but teachers in certain schools had improvised initiatives that helped them to listen to the lessons.

3.5.3 ZNBC radio signal

A follow up meeting with ZNBC Senior Engineer for Southern Province, Isaac Sakala showed that all the necessary equipment has been procured. Plans are that the equipment should be operational by the Second week of October. Amongst the stake holders who want the radio signal to improve is Government before the October 30 presidential By - Election.

3.5.4 POC SEO Workshop

The community radio coordinator shared with participants at the workshop the inception of the community radio station partnership, current status, challenges and way forward beyond 2009 when the QUESTT project ends.

In response to a question about broadcast fees, it was made clear that from the beginning it was agreed that QUESTT will not pay broadcast fees for *Learning at Taonga Market (LTM)* programs because it had to be part of a service for the community radio to provide

the programs for their communities. This was done to safeguard the future of LTM and save the MOE from paying substantial broadcast fees.

On the question of the rules and regulations of the Ministry of Information regarding issuance of licenses for the additional coverage of radio stations, the response of the Permanent Secretary for Information, Mr Emmanuel Nyirenda, was quoted, when he said the Ministry was trying to limit the coverage areas of radio stations because they wanted to give a chance to other people who might want to set up radio stations.

The Senior Ministry officials showed that they would like to continue working with community radio stations even after the QUESTT program comes to an end. It was agreed that DODE will meet with CRS and QUESTT in November to map out a strategy for the future of LTM and other educational programs on partner stations.

3.5.5 Challenges

- The breakdown of radio equipment has continued to have an adverse effect on educational programs, especially in areas where ZNBC signal is poor.
- Chikuni has reported that they envisage a problem in monitoring all their schools in Chikuni because Mrs Kamoto who is the IRI Coordinator had to step down on health grounds. The other person responsible monitoring IRI schools has been posted to a school in Gwembe leaving the IRI program with no one to control or monitor activities. According to Fr. Tadeusz, he says this has posed a challenge for the radio station which it might consider relinquishing its support to the 138 Schools. He has appealed to the Ministry of Education through its Southern Provincial office to intervene.

3.5.6 Activities for next quarter

- In a continued effort to assist community radio generate their own income and in turn help continue to support the LTM and educational programming, QUESTT has decided to hold an entrepreneurship workshop. The last day of the meeting will bring together DODE, QUESTT and CRS to understand the roles of MOE and CRS beyond 2009. Some of the topics that will be covered are:
 1. To help participants have the mindset they need to develop in order to make radio stations economically viable
 2. To help participants develop or revise business plans that will enable their radio stations to become profitable if implemented
 3. To teach participants strategies for sourcing business financing for growth and expansion of community radio stations.
 4. To train participants how to attract highly valuable clients to the community radio stations

5. To train participants in financial management in order to ensure that finances are effectively and transparently managed
- The Entrepreneurship meeting will be held from 18 to 21 November 2008. At this meeting the Ministry and Radio stations will come up with a continuation educational broadcast strategy that will embrace the importance of education.
 - A meeting to be organized for ZNBC and Ministry of Information to acquaint them with the LTM meeting

3.6 OVC Life Skills Program

3.6.1 Program production and broadcasting

15 minute vernacular drama: 21 new drama programs were recorded. These are broken down as - 10 in Chichewa for use at Radios PASME Petauke and Maria Chipata, 5 in Chitonga – Radio Mosi O Tunya Livingstone and 5 in Icibemba for Radio Mano Kasama. 10 out of 13 dramas were aired at each of the four partner radio stations. The shortfall arose due to the national mourning period for our late President (19th August – 9th September).

Table 1 Radio dramas

Radio Station	New drama recordings	Aired	Repeated	Total
Maria Chipata	05	10	10	10
Mano Kasama	10	10	10	10
Mosi O Tunya Livingstone	05	10	10	10
PASME Petauke	05	10	10	10

15 minute school programs 10 new school programs were recorded and edited at Education Broadcasting Services - Lusaka in August. The same programs underwent formative evaluation at three schools in Chongwe, Twalumbu Primary, Chongwe Basic and Pemba Basic, with Mrs Munambeza, EBS producer. The main change made after the evaluation was a lengthening of the bridge music to allow more time for the learners to answer questions. Immediately after the evaluation, the programs were dispatched to producers in the first week of September. A typical graphical presentation of one of the evaluations for the program is attached below – Chongwe Basic School grade 6 class.

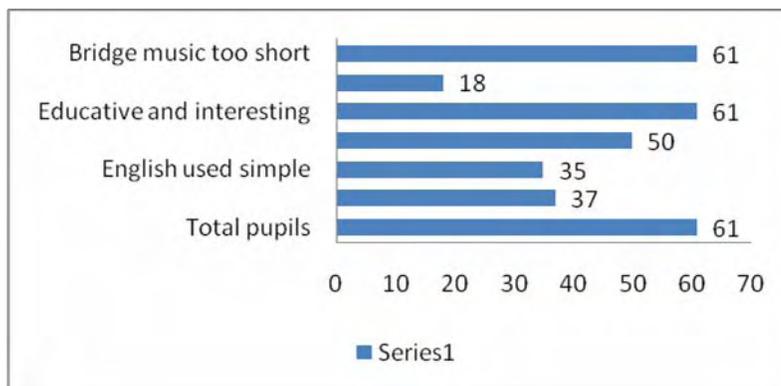


Table 2: Schools programs

Radio Station	Aired	Repeated	Total
Maria Chipata	10	0	10
Mano Kasama	10	0	10
Mosi O Tunya Livingstone	10	0	10
PASME Petauke	10	0	10

30 minute vernacular feedback/talk show; Feedback programs continued every week during the period under review. The educational programs were allowed even during the national mourning period for our Late President Levy Mwanawasa.

Table 3: Feedback programs

Radio Station	Recorded	Aired	Repeated	Total
Maria Chipata	13	13	0	13
Mano Kasama	13	13	0	13
Mosi O Tunya Livingstone	13	13	0	13
PASME Petauke	13	13	0	13

Special ad hoc programs; Each producer was requested to produce special programs in lieu of the drama. These were aired during the 21 day mourning period. A total of 8 programs were done.

Issues that affected programming. Ongoing countrywide power outages delayed or interrupted broadcasts. However no single program was missed, although a few programs could not be aired at the scheduled time.

3.6.2 Monitoring, evaluation and field visits

The producers conducted visits to groups and schools. A rule of thumb is that at the least a producer should visit two schools and two groups in a week. Their week schedule is broken down as three days field and two days studio/office works.

Radio Station	Producer	Schools	Groups	Total Sites
Maria Chipata	Norman Tembo	24	24	48
Mano Kasama	Paul Daka	23	24	47
Mosi O Tunya Livingstone	Francis Phiri	14	11	35
PASME Petauke	Cuthbert Banda	24	15	39

Each listener group visited submitted a feedback form that helped shape future programs. According to a tally from Chipata over 2000 listener group members have been following the programs. The other sites have also each documented about 2500 community listeners to the program. The numbers will continue rising as visits continue.

Table 4: Summary of listener groups: Radio Maria

Description	Chipata	Chadiza	Mambwe	Katete	Total
Total male adults > 18 years	279	109	55	51	494
Total female adults > 18 years	379	166	140	96	781
Total boys < 18 years	234	79	54	36	403
Total girls < 18 years	228	99	63	45	435
Total	1120	453	312	228	2113

Petauke has 118 groups, Chipata 174, Kasama, 100 and Livingstone 127 active groups. Training of members of these groups is ongoing with every producer visit associated with orientation. Peace Corps Volunteers are helping with the program in Petauke and Chadiza,

The producers also collected recordings needed for use in the feedback programs. Producers were encouraged to share surplus field recordings of songs and local stories with fellow radio station staff.

School visits looked at the number of OVC following the program, acceptability of content, wind up radio availability and use coupled with challenges being faced.

The coordinator undertook monitoring visits during the quarter to all the four sites including two new sites – Livingstone, Kasama, Chipata and Petauke. The Chief of Party visited Livingstone and the two sites in Eastern Zambia. The EBS controller Foster Lubinda, executive producer Fanuel Besa and senior producers Gladys Phiri and Peter Phiri accompanied the coordinator on different trips.

3.6.3 Material Distribution

Teacher guides. Initially 1500 guides containing 10 of the 30 lessons were printed and distributed to the four radio stations. Subsequently 4500 copies of the complete guide were printed and distributed. Each radio station received 500 copies, including the two new stations which will start broadcasting in 2009. The remaining 1500 are in reserve. The producers have since distributed all the guides to schools.

Windup radios. Freeplay Foundation procured 332 new radios through a donation from Reid Elsevier and they were distributed as follows:

Kasama – Radio Mano 200 radios,

Chipata – Radio Maria	16 radios
Petauke – Radio PASME	116 radios
Total	332

In addition Maria got 20, Mosi O Tunya 36 and PASME 20 more radios from stocks remaining from 2007. The two new stations – Oblates Liseli and Yangeni were given 44 and 40 radios respectively. This brought the total number of radios given out during the quarter to 432. Kasama has distributed 140 radios; Petauke has distributed 118, while Chipata and Livingstone have distributed all their radios.

Feedback forms. Centralised printing of feedback forms has seen the delivery of 2000 modified monthly forms to all the four sites. Previously the forms were administered by listener group secretaries on a weekly basis. The transport refund given to group leaders who delivered forms was withdrawn. This was done to enhance sustainability of the programs. Currently the forms are collected from central places monthly.

Material distribution required the four producers to visit all their zones. The zones visited by the producers were: 19 under Mosi O Tunya, 17 for PASME, 20 for Mano and more than 40 for Maria. The exercise allowed our motorbike riding producers to hire vehicles for the period.

3.6.4 Plans for next quarter

- Two new producers have been employed for Mansa and Mongu. They will start work on the first day of October, They will receive orientation and training in Lusaka and in Eastern Province before being taken to their stations.
- The new producers will concentrate on establishing listener groups before the end of the year
- The training of teachers in Mongu, Kalabo, Lukulu and Mansa will take place in December

3.7 Teacher Education

3.7.1 *Fastele! Fastele!* radio program for teachers

Sixty-six diaries were distributed to teachers through the ZICs on 19th July to assess the listenership of phase 1 of the 2008 programs. The Teacher Education Coordinator collected 38 diaries, but 11 were incomplete because teachers were in schools with no radio reception. The 27 diaries were completed by 14 male teachers and 13 female teachers

The diaries reflected that out of a possible 702 programs (26 programs x 27 listeners), the 14 male teachers had listened 152 times, while the 13 female teachers had listened 88 times. The total listenership was 34%. Teachers attributed this to poor radio reception in most parts of Mpika and the programs coming at a wrong time when they knocked off from school and were attending to different chores. 18 teachers (66.7%) suggested that the programme should be broadcast during working hours while they were teaching in school.

Comments and concerns:

Provincial Education Officers through the Directorate of Teacher Education and Specialized Services have recommended that Teacher Education Unit should consider changing the name from *Fastele! Fastele!* to something else that sounds more professional. Some proposals of the new name have been made by the acting Provincial Education Officer in North Western province: *Teacher Education Development Broadcast*, *Education Development Radio Programme* and *Teacher Development Radio Programme*. These suggestions will be shared with other stakeholders like DRCCs and a new name will be confirmed for use in next year's programs.

Since 22nd June 2008 the program has not been running because the drama episodes for phase 2 have not yet been written by drama writers from Education Broadcasting Services who have not accepted the responsibility of writing during their normal working hours. This is being followed up with the office of Director DODE. As a result a quotation for repeating the 13 previous programs for phase 1 has been obtained from ZNBC by MoE Teacher Education. The repeat program is expected to start on by 15th October 2008.

3.7.2 Sample science lessons for grades 5 to 7

On 23rd October, a copy of the Science Manual was given to the coordinator for **iSchool**. The sample science lessons will be placed on the website for schools.

After receiving a booklet on Science, a CD Rom and a copy of the training manual, the Permanent Secretary requested for an update on the progress of the implementation of *Sample Science Lesson Plans for grades 5 to 7*. The update can be found in Appendix A.

3.7.3 ZATEC by distance education for community school teachers

Funds were disbursed in July to the colleges for monitoring the 434 community school teachers that were following the program. The funds for the August residential sessions were sent to the colleges during the first week of August and the colleges conducted the face to face sessions from 10th to 23rd August.

The next residential session will run for three weeks from 9th to 29th November and includes an extra week for additional tuition in Science and Mathematics. The examinations will be taken at the end of the session. During this session, the colleges will be monitored to assess attendance and gather the reasons why some teachers have dropped out of the course.

Mufulira and Kitwe colleges reported on students who dropped out of the course. One student from Mufulira CE and two students from Kitwe CE had joined the mines. Kitwe also reported that during the August face to face session 55 students reported for the course instead of 60, as a result of lack of information about the dates for the session due to distances and lack of transport funds to go to the college.

3.7.4 MP3 players

In August, eight additional video resources for providing teachers with ideas for the teaching of literacy were installed on the MP3 players in Mufumbwe, Mkushi and Mpika districts. The resources have also been installed on the MP3 players in Chongwe and Kalomo schools.

Plans for the provision of 210 additional MP3 players to schools without radio reception, have been prepared. The most suitable MP3 players have been identified and will be purchased in the USA while the speakers, solar panels and batteries will be purchased from a local supplier.

During the POC/SEO meeting for provincial teams, provinces listed over 1,000 community and GRZ schools with poor or without radio reception. This means that there is more demand for the MP3 players than is possible given the limitations of the QUESTT budget. For monitoring and training purposes, 210 schools will be selected according to clusters by zone and in districts where the implementation has already started.

3.7.5 Teacher Education activities for the next quarter

Date	Activity
October	Work with TED, EBS, Standards to write drama scripts for <i>Fastele Fastele!</i> 2009
October	Work with DODE to compile list of schools to receive 210 MP3 players
November	Final residential session for community school teachers taking ZATEC DE program
November	Monitor residential sessions with TED
Nov/ Dec	Support EBS & TED with <i>Fastele! Fastele!</i> production for 2009
December	Work with MoE, DODE & ICT to prepare training in use of MP3 players

3.8 Monitoring and evaluation

3.8.1 Enrolment Data Management

M&E started to enter data into in Ms Excel work sheet. However, a number of districts have not yet submitted data on IRI schools to the QUESTT office. The slow rate of submission of data has adversely affected not only the timeline within which data entry and analysis is supposed to be done but also the figures of learners that have been reported to date.

However, figures collected by the Directorate of Planning through the Annual School Census indicate that there were 1,877 community schools and 2,995 GRZ schools using IRI. The community schools had 360,253 learners in Grades 1 to 7 while the GRZ schools had 444,744 learners in Grades 1 and 2 (See Appendix B). Given that 6775 teachers were trained in the use of IRI in January 2008 and 8000 radio were distributed in 2007, these figures are likely to be correct.

So far, from the IRI enrolment forms collected, the number of learners from all provinces is 91,301 for community schools and 172,249 learners for GRZ schools, giving a total of 263,550. 31% (28,518) of the learners in community schools are orphans, while in the GRZ schools the percentage is 16% (27,128). From the results available so far, there are 5,336 teachers currently using LTM. Of these, 1,877 are from community schools while 3,459 teachers can be found in GRZ schools. These figures can be seen in Appendix B.

3.8.2 IRI Evaluation

A test development workshop to develop items for the Grade 4 test was held in Chongwe, with participants from ECZ, CDC, EBS and the Directorate of Standards, led by Mr Bentry Nkhata from UNZA. Three different test papers were prepared for pre-testing in Northwestern Province, in Mufumbwe, Mwinilunga and Solwezi districts. Two community schools and one basic school in each district were selected for the pre-test. The most suitable items from each paper were selected for the final test paper.

3.8.3 IRI Monitoring

The data for the monitoring of GRZ and community schools is being entered. The data from the monitoring forms for GRZ schools has been entered, while the data on community schools is still being entered. Data entry will be finalized and the analysis done for the reports to be compiled during the next quarter.

3.8.4 M&E activities for the next quarter

1. Complete the 2008 IRI Enrolment data collection, entry and analysis from both IRI community schools and GRZ schools
2. Analyze data from the POCs and ZICs in GRZ and Community schools for the 2008 IRI Monitoring
3. Write the 2008 IRI Monitoring report for both GRZ and Community schools
4. Conduct the 2008 IRI Evaluation for Grade 2 and 4 learners in GRZ and community schools respectively
5. Collect, enter and analyze the 2008 IRI Evaluation results

4. Special Events

COP attended a meeting of the Teacher Education Department at Charles Lwanga College on 13th August to discuss the development of the Diploma in Teacher Education and the impact it might have on the ZATEC DE program.

Emily Morris, COP of EDC's Tanzanian project RISE, was invited to attend the ECCD Symposium in Livingstone from 19th to 22 August to present a paper on EDC's ECD program in Tanzania.

Asumani Onyum, the Project Senior Accountant in Washington, visited the project from 9th to 20th August to train the newly appointed Finance and Office Manager and set up QuickBooks for use by the project for accounting.

Mary Kantemba, Partnerships Coordinator, attended a meeting at PCI on 23rd September on 'Meeting the challenges and innovations for working with children under 6'. The meeting looked at potential services which might be available for the under-sixes.

The South African Department of Education through the Permanent Secretary, Ministry of Education, invited Francis Sampa, Teacher Education Coordinator, to deliver a keynote paper at an education conference from 29th September to 2nd October in Mokopane district in Limpopo Province. The theme of the conference was *Laying a Solid Foundation for Learning* and Francis presented a paper on *Laying a Solid Foundation for Literacy in the early Grades*, with a focus on the Zambia Primary Reading Programme and its successes and challenges. In his paper he also high-lighted the successes of IRI in Zambia. His presentation was well received and broadcast on South African television.

5. Staffing

Mr James O'Rourke, Deputy Chief of Party and Teacher Education Advisor, completed his contract on 2nd July and returned to Canada to take up an academic appointment.

Mr Francis Sampa, Teacher Education Coordinator, was appointed Deputy Chief of Party for QUESTT with effect from 1st September.

Mrs Chisala Mibenge-Kilembe, Finance and Office Manager, resigned with effect from 31st July to accompany her husband to Cairo.

Mrs Audrey Sinkala was appointed to replace Mrs Kilembe with effect from 21st July.

Mr Victor Kabwe, Data Analyst, resigned with effect from 31st August to take up an appointment as M&E coordinator with another organization.

Mr Gift Sitenge was appointed to replace Mr Kabwe with effect from 18th August.

Mr Emmanuel Malubila was appointed Provincial Outreach Coordinator for Central Province with effect from 1st August.

APPENDIX A: Update on Science Manuals April 2008

Since July 2007 Teacher Education Unit with support from QUESTT project has produced **266 booklets** for *Sample Science Lesson Plans for Grades 5 to 7* teachers that promote learner-centred instruction, that give chance to learners to practice skills and discover concepts. In addition **150 training manuals** were printed for district teams and **18 CD ROMs** were produced for Teachers' Resource Centres.

In August 2007 some of the materials were used for training 100 grade 5 to 7 teachers in Samfya and Mansa districts by district teams.

In April 2008 the training was extended to Mpika district where 22 ZICs were trained as trainers. In turn the ZICs trained grade 5-7 teachers at zone centre schools in use of Sample Science Lessons.

Since the use of the *Sample Science Lesson Plans for grades 5 to 7* and CD ROM emphasize the use of science kits, Teacher Education will work very closely with the National Science Centre so that training sessions for ZICs and teachers stress the use of the science kits to promote experiential learning.

In **April 2009** Teacher Education, working with National Science Centre, will expand the training in use of *Sample Science Lesson Plans for grades 5 to 7* and the CD ROM. In Northern province 2 provincial team members, 6 DRCCs, 6 DESOs or ESOs will be trained as trainers for 90 ZICs from 6 districts. In Mansa district 2 provincial team members, 7 DRCCs, 7 DESOs or ESOs will also be trained as trainers for 58 ZICs. The ZICs will go back to their schools to train Grade 5 to 7 teachers starting with zone centre schools. This training will complete the roll out of the use of Sample Science Lessons and CD ROMs to all districts and zones in Luapula province. The provision of materials, CD ROMs and training in Northern and Luapula provinces will be funded by QUESTT project.

APPENDIX B: Enrolment data

IRI GRZ Schools and Learners¹

Province	No. of Schools	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total
Central	393	29,748	28,564	-	-	-	-	-	58,312
Copperbelt	243	27,036	28,462	-	-	-	-	-	55,498
Eastern	508	36,079	33,274	-	-	-	-	-	69,353
Luapula	192	17,730	14,754	-	-	-	-	-	32,484
Lusaka	151	20,370	19,273	-	-	-	-	-	39,643
North Western	277	17,050	15,155	-	-	-	-	-	32,205
Northern	541	36,425	31,737	-	-	-	-	-	68,162
Southern	452	29,996	28,873	-	-	-	-	-	58,869
Western	238	15,974	14,244	-	-	-	-	-	30,218
Total	2,995	230,408	214,336	-	-	-	-	-	444,744

IRI Community Schools and Learners²

Province	No. of Schools	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total
Central	327	13,443	11,398	9,515	8,058	6,203	4,550	3,436	56,603
Copperbelt	197	11,424	9,070	9,002	7,389	6,701	5,261	3,891	52,738
Eastern	296	13,276	9,959	9,111	6,074	4,281	4,248	1,518	48,467
Luapula	138	6,554	5,398	4,467	4,078	3,028	1,973	1,059	26,557
Lusaka	203	11,091	8,735	9,579	7,975	7,564	5,949	5,165	56,058
North Western	98	3,443	2,893	2,609	2,048	1,283	857	606	13,739
Northern	277	10,864	9,469	8,409	7,280	5,031	3,372	1,819	46,244
Southern	247	10,222	8,558	8,201	7,186	5,799	4,285	3,551	47,802
Western	94	3,207	2,594	2,157	1,674	1,259	821	333	12,045
Total	1,877	83,524	68,074	63,050	51,762	41,149	31,316	21,378	360,253

¹ Data from EMIS 2008 draft statistics

² Data from EMIS 2008 draft statistics

IRI learners³

Province	Total Number of districts	Number of responding districts	Number of GRZ schools using IRI	Number of IRI schools submitted Enrolment Data	Number of IRI schools and GRZ	Number of learners in IRI Schools			Number of learners in IRI GRZ		
						Male	Female	Total	Male	Female	Total
Central	6	4	67	75	142	4,358	4,374	8,732	5,066	4,864	9,930
Copperbelt	10	10	254	102	356	5,985	6,377	12,362	16,356	17,216	33,572
Eastern	8	8	182	110	292	6,312	6,422	12,734	10,908	11,094	22,002
Luapula	7	7	0	30	30	1,102	1,052	2,154	-	-	-
Lusaka	4	4	60	91	151	7,619	7,951	15,570	4,756	4,682	9,438
North Western	7	7	125	50	175	2,846	2,767	5,613	6,686	6,718	13,404
Northern	12	7	291	128	419	5,661	5,594	11,255	15,739	15,399	31,138
Southern	11	10	141	371	512	9,097	8,686	17,783	15,924	15,394	31,318
Western	7	7	145	63	227	2,618	2,480	5,098	10,720	10,727	21,447
Total	72	64	1,284	1,020	2,304	45,598	45,703	91,301	86,155	86,094	172,249
Total Learners in IRI Community Schools											91,301
Total Learners in IRI GRZ Schools											172,249

³ Data from IRI enrolment forms

IRI Orphans⁴

Province	Number of single orphans in IRI Community Schools			Number of double orphans in IRI Community Schools			Number of single orphans in IRI GRZ Schools			Number of double orphans in IRI GRZ Schools		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Central	978	998	1,976	593	613	1,206	575	232	807	274	232	506
Copperbelt	1,517	1,613	3,120	818	890	1,708	2,025	2,194	4,219	1,007	965	1,972
Eastern	1,175	1,262	2,437	637	692	1,329	1,220	1,269	2,489	565	552	1,117
Luapula	308	273	581	51	58	109	-	-	-	-	-	-
Lusaka	1,920	2,157	4,077	1,079	1,154	2,233	359	414	773	134	127	261
North Western	415	380	795	186	179	365	765	760	1,478	367	296	663
Northern	846	778	1,624	492	446	938	1,617	1,663	3,280	699	723	1,422
Southern	1,539	1,340	2,879	671	677	1,348	1,643	1,533	3,176	521	511	1,032
Western	648	644	1,292	267	234	501	1,438	1,443	2,881	512	540	1,052
Total	9,346	9,445	18,781	4,794	4,943	9,737	9,642	9,508	19,103	4,079	3,946	8,025
Total Orphans in IRI Community Schools												28,518
Total Orphans in IRI GRZ Schools												27,128

⁴ Data from IRI enrolment forms

IRI Teachers⁵

Province	Number of teachers in IRI Community Schools			Number of teachers in IRI GRZ Schools		
	Male	Female	Total	Male	Female	Total
Central	92	82	174	64	144	208
Copperbelt	87	121	208	106	573	679
Eastern	210	88	298	192	220	408
Luapula	48	14	62	-	-	-
Lusaka	116	163	279	51	119	170
North Western	77	40	117	120	126	244
Northern	178	51	229	322	298	620
Southern	251	127	378	294	400	694
Western	77	55	132	117	319	436
Total	1,136	741	1,877	1,266	2,199	3,459
Total Teachers in IRI Community Schools						1,877
Total Teachers in IRI GRZ Schools						3,459

⁵ Data from IRI enrolment forms