

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

# **QUESTT**

**(Quality Education Services Through Technology)**

## **QUARTERLY REPORT**

**OCTOBER 1<sup>ST</sup> TO**

**DECEMBER 31<sup>ST</sup>, 2008**

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## 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
GRACE.....	Grade level meeting at Resource Centre
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**

## **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**

No teachers were trained in IRI during this quarter but POCs reported that teachers are being trained at GRACE and SITE meetings.

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

The total number of community school teachers who sat the ZATEC examination in November was 422.

**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.**

No materials were distributed during this quarter.

**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 the final installments of grants were paid and 146 school committees completed their projects. Applications for grants were received from 36 school committees and approved. A further seven applications are waiting approval.

**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. 27 of the new grants are for building or repairing 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 59 provincial and district officials, 149 zone school heads and ZICs, and 1522 teachers were trained in the OVC program. In addition there are 610 active listener groups participating in the program.

## **3. Overview of Activities**

### **3.1 Development of programs and materials**

#### **3.1.1 Using iPods to enhance teaching and learning**

In order to enable more schools with poor or no reception to use the IRI programs, 210 iPods and Tuffskins were purchased from USA at a discounted price. Apple is no longer manufacturing 80 Gb iPods and have replaced them with 120 Gb model, so the programs use only half the capacity of the iPods. 192 solar panels and batteries, and 210 sets of speakers, and waterproof containers were bought in Lusaka to power the iPods, amplify the sound and protect them. The iPods have been loaded with all the LTM programs for Grades 1 to 7 and the resource materials which were developed for the teaching of literacy.

There was a huge demand for iPods from all nine provinces. During the POC/SEO meeting for provincial teams in August 2008, provinces listed over 1,000 community and GRZ schools with poor or no radio reception. Selection of schools for implementing the iPods was based on identifying clusters of community schools to use the iPods. Secondly, consideration was given to include the community schools in all zones in the districts that were already using iPods. Schools were selected from all nine provinces. 45 zone centre schools with 201 schools in 13 districts were identified by provincial and district teams.

45 ZICs and 45 teachers were invited for the training of trainers to be conducted in January at NISTCOL, Mufulira CoE and Malcolm Moffat CoE. The training will also be attended by 10 POCs, 9 SEO or SESO (ODL), 9 EO (TED) and 12 PCVs to ensure that they have the skills to monitor and support the teachers who are using iPods. Training will be conducted at zone center schools in January 2009 and funds will be provided for the training of 402 teachers and 201 head teachers.

Timelines, budgets, information on training venues and invitation letters were sent out by DODE

## **3.2 Outreach**

### **3.2.1. Provincial activities**

#### **a. Grade 2 and 4 testing**

In October the POCs were occupied with the evaluation of IRI in GRZ and community schools. The POCs in Central, Copperbelt, Southern and Western provinces tested learners in Grade 2 in GRZ schools with their colleagues from the provincial and district offices, while the POCs in Eastern, Luapula, Northern and Northwestern provinces worked with the provincial and district officials to test learners in Grade 4 in community schools. The test administrators were trained in Lusaka from October 1 to 3 and the testing was conducted during the next two weeks. A fuller report of the testing can be found in section 3.8.2.

The POCS reported that the assessment exercise revealed the strengths and weaknesses of the target schools. In some schools LTM is taken seriously while in others teachers are complacent. In such schools learners failed to read the literacy story and they also failed to write the dictated words in English. In Mathematics most learners have very little knowledge of carrying and borrowing. A few learners also added and subtracted from left to right instead of vice versa.

#### **b. Grants**

The POCs in Eastern, Luapula, Lusaka, Northern, Northwestern and Western provinces spent several weeks monitoring the schools which had received grants, in order to complete the close out reports and the environmental impact assessments. In Northwestern province the POC visited 22 schools, in Luapula 25 schools.

At the same time they worked with MoE officials to select the recipients of the next round of grants. Community schools in the other four provinces have also been selected to receive grants this year, with five grants available for each province.

#### **c. Enrolment data**

A number of POCs were still trying to collect enrolment data on the IRI schools although the deadline for submission had passed. They found that the enrolment forms were not being collected by the ZICs and passed on to the DEBS offices.

#### **d. Tracer study**

Each POC had been requested to visit two IRI community schools which had been started as IRI centers to complete the tracer study of IRI learners. The purpose of this study is to learn what happens to learners who start their education in an IRI school but leave the school before they complete Grade 7. The data will be submitted to the M&E section who will compile the report on the study.

### **e. The Great Football Giveaway**

A UK-based charity called the Great Football Giveaway made contact with QUESTT to assist with the distribution of balls to schools. Three young British volunteers raised funds in the UK to purchase footballs and netballs from Alive and Kicking in Lusaka and toured the country to donate them to schools. A total of 2250 balls were donated to schools in Livingstone, Lusaka, Kafue, Mpika, Kapiri Mposhi, Kabwe, Chongwe, Nyimba and Mambwe districts.

The POCs in Southern, Lusaka and Eastern provinces assisted them in the identification of schools and the POCs in Lusaka and Livingstone arranged tournaments for the schools at which the balls were donated.

### **3.2.2 Other activities**

#### **a. Copperbelt**

The POC visited Kaloko Kautaushi to check on the adult literacy celebrations which had been planned by MoE and Community Development in order to organize adults who are using LTM. A talk show on adult literacy with Radio Icengelo was organized to inform the communities on the importance of adult literacy. Communities were informed that there are adults using the LTM program and these groups are open to all adults.

The POC, SEO-ODL and SESO-ODL visited Mpongwe and Masaiti and met ZICs to discuss with them the areas in which they still needed assistance in the LTM program. The districts are discussing which centers should be registered as community schools and which should remain as IRI centers. Decisions will be made before the end of December.

#### **b. Southern**

A total of 31 people (16 female and 15 male) were sensitized at Lubombo Basic School in Kanzungula following reports of parents withdrawing their children from school during the rains to take part in fishing. The village headmen promised to be vigilant and pledged to take steps to correct this habit and fine the erring parents.

The POC monitored twelve schools in Kalomo and Kazungula districts. ZICs also participated in the exercise. They monitored the use of iPods and other materials in the selected schools. The POC also took stock of bicycles which are still in use. The POC found that two Weza machines have been misplaced at the DEBS office in Kalomo. At Sikalele Community School the speakers were stolen and this was reported. The LTM lessons are now done through the radio as the radio reception has improved.

The POC and the District Human Resource Officer were requested by the PEO to find a solution to the problems at Mapenzi Community School which has been rejecting the posting of certified teachers at the school. They want their own child who has just graduated as a teacher to be posted as head of the school. The teacher has been posted to Kalomo and does not qualify to head the school.

The POC went to monitor the new site which was given to Sakubita Community School by the chief to construct a better temporary shelter. Construction has already started under the new school committee as the former committee failed to compromise.

### **c. Northern**

The POC reported that the IRI program in the province has reached 61,730 pupils in GRZ schools (i.e. 31,615 boys and 30,110 girls) while in community schools it has reached 17,732 pupils (8,840 boys and 8,892 girls). The distribution of teaching/learning materials has continued on a small scale.

### **d. Central**

The POC undertook a familiarization tour and monitored community schools in Mkushi district. A total of 22 community schools were monitored, including five to collect application forms for the 2009 small grants. The findings were:-

- Most of the community schools were on farm blocks
- At Nicholas Michalakis Community School, the farmer pays all the teachers at the school. The school ends at grade 4. The delay in extending the school to grade 7 is due to lack of accommodation for teaching staff.
- There is serious over-enrolment at Twikatane Community School as the school is at Masanser trading centre behind the Food Reserve Agency. The over-enrolment has been brought about by the good results achieved by the school.
- Other community schools visited on the farm block included Welcome, Chimfombwe, Neverrest, Narantha, Woodlands, Fortwood, and Longum Community Schools.
- Child labor is a major problem on the farm block and is encouraged by the parents themselves.
- The free education message from MOE has been misunderstood; parents feel that they are not supposed to do anything apart from sending their children to school.
- The schools on the farm block are supported by the farmers and a number of NGOs, including World Vision, Fiwila Development Trust, World Servants, Catholic Church, Sola Aid (a UK-based organization). They provide various forms of support to community schools including building structures, and teaching and learning materials.

### **e. Lusaka**

The POC together with the SEO-ODL and SESO-ODL monitored both LTM and ODL programs in four districts, Kafue, Lusaka, Chongwe and Luangwa districts. The findings were:-

- GRZ schools that piloted LTM in 2005 now have Grade 5 learners using LTM
- Insufficient radios and mentor's guides for grades 1, 2, 5 and 7 in schools
- Poor mentor retention in community schools due to lack of community support.
- Enrollment has dropped in schools where school feeding has ended and a quarter of the schools are intending to close down.
- Impassable roads have made monitoring difficult even in areas of Lusaka, such as Kanyama.
- MOE has donated 70 boxes and a total of 1750 assorted readers to needy community schools in the four districts.

- The results of 121 (111 male, 10 female) learners in 19 community schools who sat for their Grade 7 exams. were tracked. The results are now available at the PEO's office.

Review meetings were held with ZICs, where they raised the following issues:

- Due to insufficient funding zones are unable to conduct week long LTM mentor training workshops. Instead they rely on one day orientation during GRACE meetings.
- They lack transport to monitor IRI since bicycles are now broken down, especially in Luangwa and Kafue.
- LTM has fitted well in the class timetables
- All ZEST teams in the province are trainers of IRI
- ZICs are unable to replace broken down radios
- Mentors and GRZ teachers conduct joint GRACE meetings.

### 3.2.3 Activities for the next quarter

	Activities Planned	Outcome
1	Checking with POCs on the distribution of enrolment forms to IRI community schools	Forms distributed in time
2	Preparation of the US Ambassador visit to Kamuchanga Community School	The MOE officials and community informed
3	Strengthening the LTM program with MOE officials in the provinces where there are community radio stations. This will be done with CRS Coordinator	MOE able to use CRS to strengthen the LTM program after QUESTT.
4	Supervise POCs on the collection of enrolment forms to be submitted in time	Enrolment data submitted on time.
5	Strengthen the LTM program in districts where DEBS have not been very supportive, e.g. Mazabuka, Siavonga, Kaputa, Lukulu (new DEBS)	Information and issues discussed and way forward found.
6	Preparations for visit of PS and Director USAID to Central and Copperbelt provinces	Schools briefed and prepared for visits

### 3.3 Small Grant Scheme

#### 3.3.1 2008-9 grants

45 community schools were targeted for funding under the 2008-9 grant scheme in all the nine provinces (five from each province). During the quarter, provinces selected the schools to receive grants and submitted the applications to Lusaka where they were approved by a committee of QUESTT and DODE staff. Contracts were then drafted and sent to Washington for approval and signing. 36 grants have so far been approved for funding amounting to a total of K311, 802,000.00. The table below shows the number of schools that have so far been approved for funding.

**Table 1: Approved schools by province**

Province	No. of schools	Amount of grants (Kwacha)	Dollars (K4800=\$1)
Eastern	5	K41,000,000	\$8,542
Western	5	K48,000,000	\$10,000
Northwestern	5	K44,695,000	\$9,311
Luapula	5	K29,695,000	\$5,561
Northern	5	K44,412,000	\$9,253
Lusaka	4	K40,000,000	\$8,333
Southern	5	K45,000,000	\$9,375
Copperbelt	2	K19,000,000	\$3,958
Central	-	-	
<b>Total</b>	<b>36</b>	<b>K311,802,000</b>	<b>\$64,958</b>

Three provinces, Lusaka, Copperbelt and Central provinces, have not met the target of five community schools to receive grants. Copperbelt province submitted only three applications and one application was incorrectly completed and was returned to be corrected. Central province submitted five applications but they were incorrectly filled in. The Grants Coordinator visited the communities and assisted them to complete the application forms correctly. During this exercise, one school was dropped from the list as it was a fully developed school constructed with the assistance of DANIDA. Lusaka province is finalizing the fifth application from the province.

#### a. Training

The training of communities in Book Keeping and Financial management so that they can manage the grants and keep proper records is provided to grant recipients prior to the disbursement of funds. The POCs have been facilitating the training with MoE officials. The eight provinces whose grants have been approved have completed the training of those community committees. Central province will conduct the training once the contracts have been approved.

36 school committees were trained during the period under review while seven committees are still to be trained. During the training, the environmental impact assessment forms are completed.

**Table 2: School committees trained**

Province	No. of committees trained	Training period	No. of committees to be trained
Eastern	5	10-13 December, 2008	
Western	3	19-31 December, 2008	2
Northwestern	5	28-19 November, 2008	
Luapula	5	21-30 November, 2008	
Northern	5	10-16 December, 2008	
Lusaka	4	5-9 January, 2008	
Southern	5	6-12 December, 2008	
Copperbelt	2	16 & 18 December, 2008	
Central	-	-	5
<b>Total</b>	<b>36</b>		<b>7</b>

### b. Disbursement and implementation of funds

The disbursement of the first installment has been made to 29 grant recipients who have been trained and have also opened bank accounts. Funds have either been directly deposited into the recipients' accounts or have been channeled through the DEBS account. The communities are expected to start the implementation of projects as soon as they received the funds.

**Table 3: First installment disbursed**

Province	Approved	No. of grants disbursed
Eastern	5	3
Western	5	3
Northwestern	5	5
Luapula	5	4
Northern	5	5
Lusaka	4	4
Southern	5	5
Central	-	-
Copperbelt	2	-
<b>Total</b>	<b>36</b>	<b>29</b>

The first installment has not been paid to two communities on the Copperbelt, two communities in Eastern and one community in Luapula as we do not have details of the bank accounts.

Two community schools in Western province have been merged and awarded a grant by World Vision to construct a 1 x 3 classroom block so their grants have been cancelled. The schools have been replaced and the new applications are being processed.

### c. Types of projects

23 communities (64%) will embark on the construction of school structures. Six schools have applied for funds to run income generating activities such as tailoring, poultry, block making and tuck shop.

**Table 4: Types of projects**

Province	Construction of buildings	Improvement of buildings	School Furniture	IGA	Improvement and IGA	Construction and school furniture	School furniture and IGA	Total
Eastern	4	1						5
Western	4		1					5
Northwestern	5							5
Luapula	1	2				2		5
Northern	4				1			5
Lusaka	1			3				4
Southern	4						1	5
Copperbelt		1		1				2
Central								-
<b>Total</b>	<b>23</b>	<b>4</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>36</b>

### 3.3.2 2007- 8 Grants report

The 2007- 8 grants report was scheduled to be ready by the end of December, 2008. Four provinces, Eastern, Luapula, Northern and Western, completed the close out of their projects while the other two provinces, Northwestern and Lusaka, were still completing their reports. The final reports will include the environmental impact assessments.

### 3.3.3 Activities for next quarter

- Monitoring of expenditure and progress of projects
- Disbursement of the second allocations to all grantees
- Complete the final grants report for the 2007 grants scheme by end of February, 2009

## 3.4 Community Radio Stations

### 3.4.1 Broadcasts

The broadcasts at all radio stations except at Chikaya and Mazabuka continued during the quarter in spite of disruptions due to the passing of President Levy Mwanawasa. All stations with the exception of Icengelo aired *Learning at Taonga Market* Grades 1 and 2. Chikuni aired 4 grades (1, 3, 5, and 7). The stations that aired the programmes and met all broadcast requirements were Chikuni, Icengelo, Oblate Radio Liseli, FCC, Maranatha, Maria, Mano, Yatsani and Yangeni.

Twenty *Education for All* programmes were produced by each station. Interviews were conducted with students, teachers, senior MoE officials, stakeholders and community members

- FCC featured an orphaned boy who is facing personal challenges which are affecting his education. Sympathisers came forward to offer assistance after the program was aired on radio
- The producer from Radio Mano collaborated with QUESTT POC and recorded programs from Mpika and Chinsali
- The DEBS Mongu commended Liseli for the topics being highlighted on *Education for All* and said it was helping sensitize communities who have been idle on educational matters

### 3.4.2 Other activities

#### a. Chikuni

- A German based organization called Kindernorthife has undertaken the building of three schools and is building toilets in ten centres
- The nutrition and feeding program and agro forestry projects have continued. WFP were unable to provide food rations in terms 2 and 3, but Kindernorthife provided funds to purchase food
- Chikuni engaged a nutritionist to help improve the preparation of food and visited schools and communities to ensure preparation of food in a clean and healthy environment
- The DEBS in Monze provided Chikuni parish with learning materials. These included SITE and NBTL books, 200 exercise books and boxes of chalk
- Adult learning schools have continued to enrol new students and grade 7 students will be sitting for the final exam in 2009

#### b. Icengelo

- Icengelo is building a block of flats and intends to rent these to members of the public. The money realised from this will go towards radio station sustainability

### 3.4.3 Entrepreneurship Training for Community Radio Managers

#### a. Background

The past five years that QUESTT has worked with community radio stations, the project has witnessed the potential that this medium has to bring about positive social change and development. As station producers were trained in the production of quality

programs on education for their respective communities, they came to understand more about the Ministry of Education' objectives and goals for education and became conversant with educational issues and needs. Communities were made aware of the importance of taking children to school and how they can play a role in making sure that children get an opportunity to be in school even under extreme circumstances.

CRS are faced with major challenges, such as dilapidated equipment, untrained staff, lack of financial capacity and the inability to maintain their equipment. For example Chikaya has been on and off the air since 2003 and in 2008 was only able to broadcast over a radius of 30 km. Chikuni and Icengelo have been the only radio stations that have been able to generate their own income through projects. Other community radio stations are trying to find ways in which they can sustain their radio stations without depending on outside funding. QUESTT decided to equip radio stations managers with entrepreneurship training to change their mindset and help the stations become financially independent. The workshop was also used as an opportunity for EBS and CRS to interact and come up with a strategy for sustaining LTM and other educational programs after QUESTT project ends.

## **b. Objectives**

The Directors, Station Managers and Marketing officers from 12 stations attended the workshop from Chikaya, Chikuni, FCC, Icengelo, Liseli, Mano, Maranatha, Maria, Mazabuka, Yatsani, Yangeni and Breeze FM<sup>1</sup>. The latter's role was to give an overview of (Our Family) program and how it has been possible to sustain the program and still have it as a favorite program amongst the listener. The facilitators included Kennedy Musonda, Nathan De Assis and Chibamba Kanyama.

The objectives of the workshop were:

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
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
5. To train participants in financial management
6. To map out a strategy for the future of LTM and other educational programs
7. To share the sustainability of "Mudzi Wathu" radio program on Breeze FM
8. To define the roles of MOE and CRS beyond 2009

Kennedy Musonda quoted Thomas Edison: *"There is great value in disaster; all our mistakes are burnt up. Thank God we can start anew with persistence and*

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<sup>1</sup> For a full list of participants see Appendix A

*determination*". Only three radio stations claimed to have a business plan, so Mr Musonda urged everyone to think of their radio station as a business despite being a community station.

Martha Zulu from Breeze FM described the partnership with EDC through Zambia Community Radio Project to broadcast a program which gave communities a chance to describe their villages and the different roles they played, concentrating on HIV/AIDS, agriculture and forestry, food security and nutrition, education, income-generating activities. The program is still being produced by Breeze FM even after the ZCRP project came to an end. Breeze FM has continued airing the program because it is among the top five most listened to programs, and it continues to inspire community members from both rural and urban areas to replicate activities and use the knowledge for their own benefit.

### **c. Feedback from participants on the entrepreneurship training**

- 90% of the participants rated the entrepreneurship training as excellent and 10% rated it very good
- 100% of the participants agreed that the training met all its objectives
- On being asked which activity was particularly beneficial to them, 50% indicated all the activities were educative and inspiring
- 100% indicated that they will definitely implement some of the lessons learnt
- 100% rated relationship between CRS and QUESTT as very good
- 95% rated relationship between CRS and MOE as good
- 50% said they will continue the broadcast of LTM and other educational programs whilst 30% said unless the programs are paid for, they were not willing to sustain the broadcasts and 20% were unsure

### **d. Other comments**

- Programme Manager, Martha Zulu of Oblate Radio Liseli said the entrepreneurship workshop had rekindled some of the hidden aspirations
- Marketing officer, Philimone Chulu of Radio Maria: "it has shown that we can maximise the potential of doing better"
- Station Manager Laurian Hangala of Radio Maranatha: "Organizations are stagnant because of not wanting to do more. Ideas as unique as they seem, can work for anyone who wants to achieve something"
- Station Manager, Fr Frank Bwalya for Radio Icengelo: "this training has made me think differently, moving us to do more extraordinary things"

### **3.4.4 Collaboration between EBS and CRS**

On the last day of the workshop the station managers presented some of the ideas that they thought would be useful in cementing a sustainable working relationship with DODE through EBS. The controller, Mr Foster Lubinda, Executive Producer, Mr Fanwell Besa, and Senior Producer, Ms Gladys Phiri, were in attendance for this meeting.

The results of the discussions were:

**a. Expectations: Community Radio Stations**

- All radio stations but four stations said they would continue to broadcast LTM cost free for a specified period. The four stations argued that they were unable to broadcast at no costs because of running costs at their respective stations and having a need to develop and expand would prove a challenge. They requested that MOE pay broadcast fees at a negotiated fee less than what they are paying ZNBC
- Decentralization of educational programs
- EBS should continue supporting CRS through capacity building (financial, material and technical support) especially for other educational broadcasts
- Formalization of partnership between MOE and CRS through Memorandum of Understanding
- MOE should source for wind-up radios for effective feedback, monitoring and evaluation
- MOE to identify a donor who can assist in the same capacity QUESTT is doing
- QUESTT should empower CRS with funds according to each station business plans
- MOE to continue providing LTM lessons
- MOE to consider offering grants to CRS
- MOE to be more involved in the production of educational broadcasts at district level

**b. Expectations: Educational Broadcasting Services**

- EBS emphasised on continuity and sustainability of the production and broadcast of LTM and other educational programs
- Collaborative production of educational programs with CRS
- Close monitoring and evaluation of educational radio programs and this should be done with other departments within the Ministry of Education
- Provide ongoing training of the community radio producers
- Organize centre support groups that would be listening groups
- Coordinate the broadcast of educational programs from other directorates and government ministries

Both sides were given an opportunity to present and give the rationale for their expectations. EBS in response to CRS expectations said it will not be easy for them to offer the same support as QUESTT but emphasized that the aim of Educational Broadcasting Services was to see the sustainability of the partnership as well as continuity of the educational programs.

**c. Next steps**

- The controller will share CRS expectations with Director DODE and top officials of MoE and will map out a strategy that will help sustain the broadcast of educational programs on CRS
- EBS to clearly state which of CRS expectations they will be able meet and implement
- Depending on the outcome, a draft MOU will be prepared and both parties will go through it for possible adoption

- QUESTT will officially hand over educational broadcasts activities to EBS. This will include joint visits to all radio stations and identification of local Ministry officials who will work with CRS on the ground
- MOE to identify a contact person at EBS to respond to CRS issues
- MOE to be made aware of the challenges and successes of radio production and broadcasts
- EBS will receive copies of all "*Educational For All*" radio programs and reports

## 3.5 OVC Life Skills Program

### 3.5.1 Expansion to Luapula and Western provinces

The program was expanded this quarter to include Radio Yangeni which broadcasts to Mansa district and to Oblate Radio Liseli which broadcasts to Mongu, Kalabo and Lukulu. The OVC program coordinator spent one week each in Mongu and Mansa, setting up offices and meeting stakeholders – radio stations, MoE and NGO officials. The radio stations signed a one year agreement with QUESTT running from October 1<sup>st</sup> to September 30<sup>th</sup> 2009. Two new producers commenced work on October 1<sup>st</sup> and were introduced to QUESTT and MoE staff, trained on finances, report writing and planning. They were then sent for 8 days field attachment in Eastern province, to learn from experienced producers. Listener groups were established and trained in November, while MoE officials and teachers were trained in December.

#### a. Listener group training

New groups were formed and trained in Mongu, Kalabo and Mansa. Training of listener groups in Lukulu will be conducted in February 2009.

**Table 5: Listener group training**

	<b>When</b>	<b>Where</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Mansa	28/29 <sup>th</sup> Nov	Mansa Lodge	25	25	50
Mongu	24/25 <sup>th</sup> Nov	Mumwa Training Center	22	36	58
Kalabo	19/20 <sup>th</sup> Dec	Council Chamber	16	31	47
<b>Total Trainees</b>					<b>155</b>

#### b. MoE officials and teacher training

A total of 1730 MoE officials and teachers were trained to make use of the program in Luapula and Western provinces. The provincial and district officials were first oriented to the program and the objectives and details of the program were explained. Subsequently the ZICs and zone school heads were trained as trainers and given funds to train the teachers in their zones. All zones completed their training in December, although there are two zones in Kalabo and one in Mongu that are yet to report. The training modules included HIV/AIDS, listener groups, IRI, bridge model, key messages, role of MoE officials, psychosocial skills.

**Table 6: MoE officials and teachers trained**

	Location	Date	Male	Female	Total
Provincial and District staff orientation	Mansa	3 <sup>rd</sup> Dec	12	6	18
Provincial and District staff orientation	Mongu	9 <sup>th</sup> Dec	14	2	16
District staff orientation	Kalabo	11 <sup>th</sup> Dec	9	3	12
District staff orientation	Lukulu	12 <sup>th</sup> Dec	9	4	13
<b>Totals</b>			<b>44</b>	<b>15</b>	<b>59</b>

	Location	Date	Male	Female	Total
ZH and ZIC training	Mansa	6 <sup>th</sup> Dec	27	13	40
ZH and ZIC training	Mongu	11 <sup>th</sup> Dec	42	8	50
ZH and ZIC training	Kalabo	12 <sup>th</sup> Dec	29	4	33
ZH and ZIC training	Lukulu	12 <sup>th</sup> Dec	14	12	26
<b>Totals</b>			<b>112</b>	<b>37</b>	<b>149</b>

	Location	Date	Male	Female	Total
Teacher training in 12 zones	Mansa	12 <sup>th</sup> Dec	353	109	462
Teacher training in 20 of 23 zones	Mongu	16 <sup>th</sup> Dec	241	194	435
Teacher training in 13 zones	Lukulu	13 <sup>th</sup> Dec	220	187	407
Teacher training in 12 of the 14 zones	Kalabo	15 <sup>th</sup> Dec	137	81	218
<b>Totals</b>			<b>951</b>	<b>571</b>	<b>1522</b>

### 3.5.2 Program production and broadcasting.

34 drama, 34 school and 36 feedback programs were produced and aired by the four community radio stations. Repeat programs were also broadcast free of charge by the participating stations.

**Table 7: Programs broadcast**

Radio Station	Drama <sup>2</sup>	School	Feedback	Other
Radio Maria, Chipata <sup>3</sup>	7	7	7	All programs repeated
Radio Mano, Kasama	8	8	9	All programs repeated
Radio Mosi O Tunya Livingstone	9	9	10	All programs repeated
Radio PASME, Petauke	9	9	10	9 special supplementary dramas recorded All programs repeated
<b>Total</b>	<b>34</b>	<b>34</b>	<b>36</b>	<b>Total: 104 with the same number of repeats</b>

<sup>2</sup> The dramas were recorded previously and only aired during this quarter

<sup>3</sup> Power outages disrupted two weeks of broadcasts at Radio Maria

A one week script writing workshop was held in Kabwe from November 9 to 15. The training was facilitated by Lisa Easterbrooks, from EDC in Washington. The objectives for the training included - Developing master plans for 30 school based radio programs, revising the teacher's guide, designing and writing activities for the school radio programs and writing scripts for the school programs. All the objectives for the training were realized. The participants were drawn from CDC (2), EBS (2) SPW (2) QUESTT (2), EDC (1). Two teachers from Petauke and Chipata who had been using the program also attended this meeting.

### 3.5.3 Monitoring visits

The producers monitored schools and listener groups to conduct onsite training, collect data and strengthen the resolve of implementers on the ground. A total of 81 schools and 189 listener groups were visited by the producers.

**Table 8: Schools and listener groups monitored**

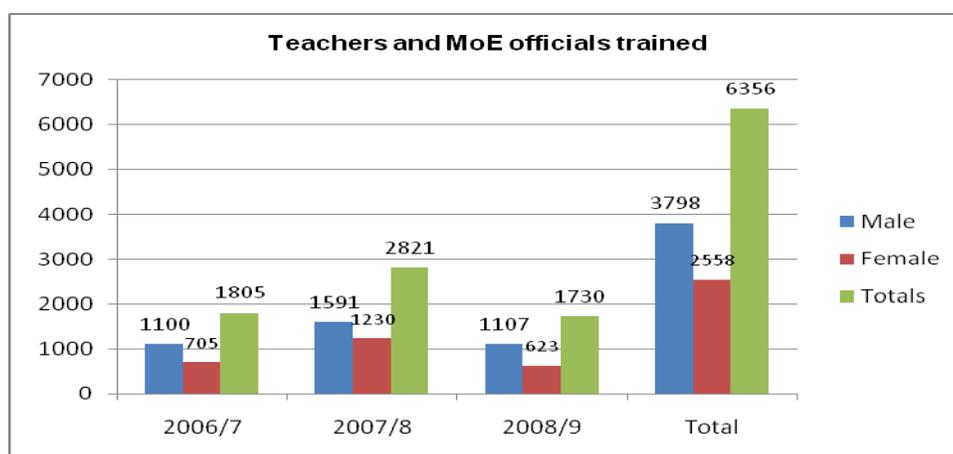
Radio Station	Schools	Listener Groups	Total sites visited	Total Sites visited
Radio Maria Chipata	38 schools	87	125	Listener groups were met at two separate locations
Radio Mano Kasama	12 zone schools	35	47	December data not included
Radio Mosi O Tunya Livingstone	10 zone schools	30	40	December data not included
Radio PASME Petauke	21 zone schools	37	58	Groups visited also provided feedback forms

The number of schools following the programs has increased as a result of more teachers trained early this year. However the majority of schools have only one class implementing the program because of the limited number radios. Radios are essential for a school or a group to follow the program and additional radios would enable more children to have access to the program. The table below shows the number of active schools and listener groups in the program. The figures for listener groups are subject to change because of the dynamics of these groups. Most groups become inactive in the rainy and caterpillar cropping season. The groups have a constituency of well over 15,000 members.

**Table 9: Schools and listener groups participating**

District	Active <sup>4</sup> schools	Other schools (not verified)	Total schools <sup>5</sup>	Active listener groups
Chadiza	40	20	60	52
Chipata	180	105	285	105
Katete	85	37	122	27
Mambwe	29	27	56	27
<b>Total</b>	<b>334</b>	<b>189</b>	<b>523</b>	<b>211</b>
Kazungula	80	31	111	28
Livingstone	45	12	57	49
Kalomo	4	4	8	10
<b>Total</b>	<b>129</b>	<b>47</b>	<b>176</b>	
Nyimba	30	15	45	15
Petauke	103	100	203	44
<b>Total</b>	<b>133</b>	<b>115</b>	<b>248</b>	<b>59</b>
Mungwi	100	44	144	34
Mporokoso	1	0	1	1
Mpika	3	0	3	3
<b>Total</b>	<b>104</b>	<b>44</b>	<b>148</b>	<b>38</b>
<b>Grand Total</b>	<b>700</b>	<b>395</b>	<b>1095</b>	<b>610</b>

The major success of the OVC program has been in the capacity building of teachers and community members. These are a vital resource in ensuring that OVC receive the needed psychosocial and educational support. Below is graph on the cumulative number of teachers and MoE officials trained to appreciate the OVC program.



<sup>4</sup> Active means either the producer or the ZIC has visited the school or received a report from the school

<sup>5</sup> Total schools means total schools within radio station catchment area

### 3.5.4 Material Distribution

40 windup radios were distributed to listener groups in Mansa while 43 radios were given to the groups in Mongu. Kasama has distributed all but 30 of the 200 wind-up radios which were sent to them in 2008.

### 3.5.5 Impact

- The program has received the support of several traditional, including Chieftaness Bedyango in Southern Province, Chief Nkolemfumu in Northern Province and Chief Mumbi in Eastern Province.
- NGOs such as Care International, World Vision, Africare and Society for Family Health, also provide support to the community listening groups.
- Orphan centers like *Sons of Thunder* in Livingstone have modeled their educational support on the OVC program.
- Vulnerable children, who dropped out of formal school, have been reintegrated because of the programs. After listening to the programs on Radio PASME, the community in Petauke got a number of children back into schools at Mwambulazumba and Minga schools.
- PASME station manager wrote up one of the success stories written by Cuthbert Banda and it appeared in the Post Newspaper of 21<sup>st</sup> November 2008 while a short clip of our formative evaluation of school programs in Chongwe was shown on Muvi TV

### 3.5.6 Challenges

- We are waiting for new radios that were purchased from Freeplay Foundation to be given to the new listener groups,
- Power cuts continue to affect Radios Maria and PASME,

### 3.5.7 Plans for next quarter

- Visit all six community radio stations - Mongu, Mansa, Livingstone, Kasama, Petauke and Chipata,
- Production of 10 school programs,
- Editing and printing of two new brochures of information Silozi - 2500 and Chibemba - 2500,
- Editing and printing of 5000 teacher guides,
- Sourcing of scriptwriters for 30 dramas.

## 3.6 Teacher Education

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

From October 9 to 10, QUESTT supported a drama writing workshop in Chongwe for 26 episodes for 2009 in Chongwe district. The drama scripts were completed and will be included in the design document in preparation for next year. A total of 12 participants from EBS, Standards, CDC and QUESTT project attended the workshop.

From November 6, ZNBC resumed a broadcast repeat of the previous thirteen programs. The programs will run up to February 2009, after which the new programs should start. In November 2008, MoE TED paid ZNBC K11,055,344.00 for broadcasting the thirteen repeat programs.

For future programs, TED was advised to include activities in the AWPB for 2009 for designing the program and paying for air time, while EBS was advised to include in their AWPB the drama writing and production activities.

### 3.6.2 Sample Science Lessons for grades 5 to 7

An electronic copy of the science booklet was sent to Africonnect for inclusion on the ischool website so that the sample lesson plans could be accessed by teachers in schools.

As a result of a cut in funding from USAID for FY2009, there is no funding to continue with the training in the use of *Sample Science Lessons for Grades 3 to 7*. Although the Ministry of Education, Teacher Education and National Science Centre have been informed about this development, they also have insufficient funding to support further training.

### 3.6.3 ZATEC by distance learning for Community School Teachers

TESS and QUESTT monitored six of the colleges of education that are implementing the program. The Chief Education Officer, TED monitored Chipata College of Education. During the monitoring observations were made on the successes and challenges that the program had scored. Community school teachers attended their fourth face to face session for three weeks. The first week was scheduled from November 10 to 14 and focused on equipping community school teachers with skills in Science and Mathematics. The second part of the session from November 17 to 28 covered general revision in all study areas with the examinations being held from November 26 to 28.

**Table 10: Community school teachers taking ZATEC by distance education**

College of Education	Enrolment in April 2007		# in November 2008		# of drop outs		# writing examinations in November 2008	
	M	F	M	F	M	F	M	F
Chipata	48	12	44	12	04	00	44	12
Kasama	26	04	25	03	01	01	25	03
Kitwe	36	34	29	26	07	08	29	26
Malcolm Moffat	36	14	34	13	02	01	34	13
Mansa	36	24	35	24	01	00	35	24
Mongu	32	21	32	21	00	00	32	21

Mufulira	38	22	36	20	02	02	36	20
Solwezi	45	25	44	24	01	01	44	24
<b>Total:</b>	<b>297</b>	<b>156</b>	<b>279</b>	<b>143</b>	<b>18</b>	<b>13</b>	<b>279</b>	<b>143</b>

**Comments**

The general observation that was made by students, Colleges of Education and MoE officials was that the program was good and should be continued. However, with QUESTT project coming to an end, no solution has been reached on how the program should take the next intake of CSTs. QUESTT has circulated the monitoring report and requested a meeting with Director TESS.

For more details refer to the monitoring report at Appendix B.

## 3.7 Monitoring and evaluation

### 3.7.1 Enrolment Data Management

M&E had a huge problem of meeting the targets that were set out earlier for the number of learners in both Community and GRZ schools due to the underperformance of most of data collectors in districts and provinces in collecting and submitting these data.

The slow rate of submission of data form 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 so far.

The number of learners from all provinces recorded so far is 92,569 for IRI Community schools and 173,436 learners for GRZ schools using IRI, giving a total of 266,005. (*See Appendix C*)

There are 28,898 orphans in Community schools and 27,366 in GRZ schools.

(*See Appendix C*)

From the results available so far, there are 5,394 teachers currently using LTM. Of these, 1,901 are from Community schools while 3,493 teachers can be found in GRZ schools.

(*See Appendix C*)

### 3.7.2 IRI evaluation

The testing of learner achievement in GRZ and community schools using IRI took place in eight of the nine provinces of Zambia. Grade 2 learners were tested in GRZ schools to assess the impact of the expansion of *Learning at Taonga Market* to Grade 2 classes in 2008. targeting Grades 2 and 4 in GRZ and Community schools respectively. There were a few problems that encountered by the Test Administrators ranging from the selected schools being closed and the smaller number of learners found in the sampled schools. Some learners were not attending classes due to hunger, seasonal activities or initiation ceremonies. The Teachers Day and election meetings also disrupted the testing schedule.

M&E conducted the IRI Achievement testing for Grades 2 and 4 in GRZ and Community schools respectively. There were 1,035 learners that were tested in GRZ schools and 756 Grade 4 learners were tested in Community schools.

#### a. Testing in Grade 2 GRZ schools

This was conducted in Central, Copperbelt, Southern and Western provinces. A target of 1,160 Grade 2 learners were due to be tested during this period. 800 learners from Grade 2 GRZ classes using IRI and 360 learners from control schools not using IRI were to be tested. However, a total of 1035 learners were eventually tested in the four provinces largely because of variations in class sizes. 798 learners were from IRI GRZ schools and 237 learners came from Control schools.

#### Preliminary results of learner performance

The total mean percent score stood at 42.3%. Performance in IRI GRZ schools was 43.2% while learners in the control schools scored 39.4%, representing a 3.8% difference in learning

achievement between learners using IRI and those not using IRI. The difference between the learners was greater in the English and Maths sub-tests, where the mean for the IRI learners was 5.6% and 8% higher respectively.

**Table 11: GRZ schools - results by school type and sub-test**

School type		English [29 points]	Mathematics [13 points]	Zambian Language [36 points]	Life Skills [8 points]	Overall total [76 points]
<b>Control</b> [N=237]	Mean	9.4	6.4	11.6	3.3	29.9
	Percent	<b>32.5%</b>	<b>49.1%</b>	<b>32.2%</b>	<b>41.4%</b>	<b>39.4%</b>
<b>IRI</b> [N=798]	Mean	11.1	7.4	10.7	3.4	32.8
	Percent	<b>38.1%</b>	<b>57.1%</b>	<b>29.8%</b>	<b>42.0%</b>	<b>43.2%</b>
<b>Total</b> [N=1,035]	Mean	10.7	7.2	10.9	3.3	32.1
	Percent	<b>36.8%</b>	<b>55.3%</b>	<b>30.4%</b>	<b>41.9%</b>	<b>42.3%</b>

### b. Testing in IRI Community schools

This was conducted in Eastern, Luapula, North Western and Northern provinces. It was planned that 960 Grade 4 learners in community schools would be tested, with 680 learners sampled from IRI Community schools and 280 learners from a control group of community schools which did not use IRI. These numbers were not achieved and a total of 756 learners were tested for various reasons including low attendance levels and small class sizes. Thus, 515 learners were from IRI Community schools and 241 from Control schools.

### Preliminary results of learner performance

There was a total mean percent score of 47.6%. IRI learners scored an overall mean percent of 49.2% while learners from Control schools scored 44.2%, giving the IRI learners 5% higher score than learners in non-IRI schools.

**Table 12: Community schools: Results by school type and sub-test**

School type		English [38 points]	Mathematics [24 points]	Science [24 points]	Social Studies [26 points]	Overall total [112 points]
<b>Control</b> [N=241]	Mean	12.4	10.5	11.9	14.7	49.5
	Percent	<b>32.7%</b>	<b>43.7%</b>	<b>49.7%</b>	<b>56.5%</b>	<b>44.2%</b>
<b>IRI</b> [N=515]	Mean	15.0	11.8	12.6	15.7	55.1
	Percent	<b>39.6%</b>	<b>49.2%</b>	<b>52.4%</b>	<b>60.3%</b>	<b>49.2%</b>
<b>Total</b> [N=756]	Mean	14.2	11.4	12.4	15.4	53.3
	Percent	<b>37.4%</b>	<b>47.5%</b>	<b>51.5%</b>	<b>59.1%</b>	<b>47.6%</b>

### 3.7.3 IRI Monitoring

M&E completed the reports for both GRZ and Community schools. The two reports have so far been circulated QUESTT staff for comments. The key findings will be discussed in detail at a meeting to be held in the next quarter. The monitoring was conducted by POCs during the second term. They observed 81 lessons in IRI community schools and 131 in GRZ schools using IRI.

The key findings in the IRI community school monitoring report include the following;

- In 86% of lessons observed teachers conducted pre-broadcast activities and 81% conducted post-broadcast activities.
- In nearly all the lessons observed (94%), the class was ready for the radio lesson and there was 88% interaction with learners.
- 57% of the schools had mentors guides in all the classes using the radio lessons.

**Table 13: IRI community schools: lesson management**

	<b>N=81</b>	<b>%</b>
Lesson preparedness	76	94%
Interaction with learners	71	88%
Use of materials in Mentor's Guide	62	77%
Pre-broadcast activities	70	86%
Post-broadcast activities	66	81%

24 schools gave reasons for not doing pre-broadcast or post-broadcast activities. 20 schools did not have mentor's guides while the others claimed that they did not have time to do the pre- or post-broadcast activities.

The following were some of the key findings in the GRZ schools that use IRI.

- Lessons were observed in 131 schools, representing 76% of the schools monitored.
- 93% of the teachers from the schools where lessons were observed had working radios, and had the learners prepared
- 84% used materials from the Mentor's Guide.
- 85% did pre-broadcast activities, while 70% conducted post-broadcast activities.

**Table 14: GRZ schools: lesson management**

	<b>Number</b>	<b>Percent</b>
Lessons observed	131	76% (131/172)
Lesson preparedness	125	93% (125/135)
Interaction with learners	113	84% (113/135)
Use of materials in Mentor's Guide	113	84% (113/135)
Pre-broadcast activities	115	85% (115/135)
Post-broadcast activities	95	70% (95/135)

This result may suggest that a few schools did not have time to conduct post-broadcast activities or the teachers do not think it is an important part of the daily schedule.

### **3.7.4 PEPFAR annual report**

M&E coordinated and undertook the annual review for the PEPFAR-funded OVC Life Skills program. This was done by collecting numbers of listening groups trained from provinces. The process of collecting these numbers involved contacting producers from various stations because

complete data was not readily available at the national office. M&E will ensure that data is readily available by working closely with the Coordinator and Producers on the collection of data in standardized formats for easy reporting.

The data was successfully entered and submitted to USAID for the PEPFAR Annual Progress Report. 3,441 caregivers and community members were trained during the year.

### **3.7.5 Tracer study**

The IRI Tracer study was carried out by POCs and SEOs during the quarter under review. However, at the time of writing four provinces had not submitted their findings. These are Luapula, Lusaka, Northwestern and Northern provinces.

### **3.7.6 Next Quarter M&E Activities**

The M&E section will do the following activities;

1. Complete the 2008 IRI Achievement Testing reports both IRI Community schools and GRZ schools
2. Complete the IRI Tracer study report for 2008
3. Conduct the 2009 IRI Monitoring for Community schools
4. Collect the 2009 enrolment data forms from provinces

## 4. Special Events

During her visit to Livingstone on October 16, the USG Secretary for Education, Margaret Spellings, paid a visit to Mwaanu Mbwami Community School, accompanied by the Deputy Minister of Education. After seeing the gardening project and the school feeding program at the school, the visitors watched an extract from a Grade 1 IRI lesson. Ms Spellings spoke to the children and the teachers and then met with the community members who have formed a listening group to participate in the OVC Life Skills program, *Our Family*.

On November 24, the project was requested to make a presentation on IRI to the USAID staff at their monthly meeting. After a brief presentation, a segment of a Grade 1 IRI lesson was demonstrated by a class from Pilar Orphanage taken by Mr Philip Phiri, their teacher,.

The OVC Life Skills producers at the four community radio stations took part in World AIDS Day activities on December 1 in various ways. In Eastern province partners organized drama groups that performed sketches. Petauke produced a documentary for the main event with the local OVC drama group. Livingstone and Kasama took part in the candlelight ceremony and related commemorative activities. All four producers produced special feedback programs highlighting the main theme for the year.

## **5. Staffing**

Ms Patricia Mwiya was appointed producer for the OVC Life Skills program at Oblate Radio Liseli in Mongu with effect from October 1.

Ms Rhoda Lungu was appointed producer for the OVC Life Skills program at Radio Yangeni in Mansa with effect from October 1.

Mr Laston Mulunga resigned as Provincial Outreach Coordinator in Luapula Province with effect from December 19. Since the project is nearing the end, it was agreed with the PEO that there was insufficient time to appoint a new POC and for him to start work, and that the SEO-ODL and SESO-ODL could manage the project activities in the province with the assistance of the district officials.

Ms Mary Kantemba, Partnerships Coordinator, left the project at the end of her contract on December 31.

Mr Noel Mumbi, driver in Northern Province, resigned with effect from December 31 to take up a position as driver in the PEO's office. The PEO has agreed to make him available to drive the QUESTT vehicle until the end of the project.

## APPENDIX A: Community radio station workshop

Table 15: Participants in Entrepreneurship workshop

	Name	Station/ Organization	Designation
1.	Gladys .S. Phiri	Educational Broadcasting Services	Senior Producer
2.	Sepo Lisulo	Maranatha	Marketing Officer
3.	Laurian Haangala	Maranatha	Station Manager
4.	McBolan Siluta	Yatsani	Marketing Officer
5.	Fr. Edwin Mumba	Yatsani	Director
6.	Juddge. C. Kalumbu	Icengelo	Assistant Accountant
7.	Fr. Frank Bwalya	Icengelo	Station Manager
8.	Fr. Nebby.C. Mutale	Oblate Liseli	Associate Director
9.	Bellah Zulu	Oblate Liseli	Production Manager
10.	John Mtonga	Chikaya	Station Manager
11.	Jeff Fulayi	Chikaya	Board Chairman
12.	Geofrey Bweupe	Mano	Station Manger
13.	Costa.C. Mwilima	Mano	Accounts Officer
14.	Fr. Kwaku Mwanza	Maria	Director
15.	Philimon Chulu	Maria	Promotions Officer
16.	Enelesi Zulu	Maria	Accounts Clerk
17.	Jonh Kamwanga	FCC	Station Manager
18.	Charles Makina	FCC	Marketing Officer
19.	Albert Mwiinga	Mazabuka	Station Manager
20.	Joe Pandwe	Mazabuka	Marketing Head
21.	Samuel Ndlovu	Breeze FM	News Editor
22.	Martha Zulu	Breeze FM	Head of Programmes
23.	Mary Kamoto	Chikuni	Head of News/ Educational Programmes
24.	Jyde Hamoonga	Chikuni	Programmes Manger
25.	Fr. Oswald Chansa	Yangeni	Director

## **APPENDIX B: ZATEC monitoring report**

## APPENDIX C: Enrolment data (from enrolment forms submitted)<sup>6</sup>

Table 16: IRI learners in community and GRZ schools

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 Schools	Number of learners in IRI			Number of learners in IRI GRZ		
						Male	Female	Total	Male	Female	Total
Central	6	4	71	75	146	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	197	119	316	6,860	7,096	13,956	11,389	11,652	23,041
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	127	51	178	2,868	2,791	5,659	6,763	6,789	13,552
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	164	63	227	2,618	2,480	5,098	10,720	10,727	21,447
<b>Total</b>	<b>72</b>	<b>64</b>	<b>1305</b>	<b>1030</b>	<b>2,335</b>	<b>46,168</b>	<b>46,401</b>	<b>92,569</b>	<b>86,713</b>	<b>86,723</b>	<b>173,436</b>
<b>Total Learners in IRI Community Schools</b>											<b>92,569</b>
<b>Total Learners in IRI GRZ Schools</b>											<b>173,436</b>
<b>Total learners</b>											<b>266,005</b>

<sup>6</sup> This data is not complete but has been included to show trends

Table 17: Orphans in IRI classes

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	1,309	1,390	2,699	696	740	1,436	1,293	1,337	2,630	589	574	1,163
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	419	384	803	187	181	368	783	777	1,513	377	302	679
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
<b>Total</b>	<b>9,484</b>	<b>9,577</b>	<b>19,051</b>	<b>4,854</b>	<b>4,993</b>	<b>9,847</b>	<b>9,733</b>	<b>9,593</b>	<b>19,279</b>	<b>4,113</b>	<b>3,974</b>	<b>8,087</b>
<b>Total Orphans in IRI Community Schools</b>												<b>28,898</b>
<b>Total Orphans in IRI GRZ Schools</b>												<b>27,366</b>

Table 18: IRI teachers in community and GRZ schools

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	66	150	216
Copperbelt	87	121	208	106	573	679
Eastern	222	98	320	204	230	430
Luapula	48	14	62	-	-	-
Lusaka	116	163	279	51	119	170
North Western	79	40	119	124	126	248
Northern	178	51	229	322	298	620
Southern	251	127	378	294	400	694
Western	77	55	132	117	319	436
<b>Total</b>	<b>1,150</b>	<b>751</b>	<b>1,901</b>	<b>1,284</b>	<b>2,215</b>	<b>3,493</b>
<b>Total Teachers in IRI Community Schools</b>						<b>1,901</b>
<b>Total Teachers in IRI GRZ Schools</b>						<b>3,493</b>
<b>Total Teachers</b>						<b>5,394</b>