

EDC Support to Zambia's Ministry of Education

QUESTT

(Quality Education Services Through Technology)

QUARTERLY REPORT

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Abbreviations and acronyms

CBO	Community-Based Organization
CDC	Curriculum Development Center
COP	Chief of Party
CRC	Community Radio Coordinator
CRS	Community Radio Station
CS	Community School
DCOP	Deputy Chief of Party
DEBS	District Education Board Secretary
DODE	Directorate of Open and Distance Education
DRCC	District Resource Centre Coordinator
ECZ	Examinations Council of Zambia
EBS	Educational Broadcasting Services
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
PEO	Provincial Education Officer
POC	Provincial Outreach Coordinator
QUESTT	Quality Education Services Through Technology
SEO	Senior Education Officer
SESO	Senior Education Standards Officer
TED	Teacher Education Department
TESS	Teacher Education and Specialised Services
TRC	Teacher Resource Centre
ZATEC	Zambia Teacher Education Course
ZIC	Zonal In-service Coordinator
ZNBC	Zambia National Broadcasting Corporation

QUESTT Project

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

The core strategy is to continue and expand the basic education provision through Interactive Radio Instruction (IRI) in community schools for children who are not in conventional schools. QUESTT continues to assist the Directorate of Open and Distance Education (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 (MOE) to introduce Interactive Radio Instruction programs to supplement teaching in government primary schools.

To ensure and maintain quality basic education in schools, 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

Although this was the penultimate quarter of the QUESTT project, the project still had a full complement of staff and they were fully occupied in completing project activities.

The Provincial Outreach Coordinators, whose contracts ended on June 30, were busy collecting the final enrollment data for community schools and completing the monitoring of the sample of schools from each province identified by M&E for the annual monitoring exercise. They also completed the monitoring of the communities which had received grants so that the final installments could be paid.

Staff from QUESTT and DODE completed the visits to provincial and district offices to discuss the end of the project and how the MOE officials would continue with the programs supported by QUESTT. Meetings with provincial and district officials were held in Lusaka, Eastern, Northern and Central provinces during April.

Subsequently, during the school holidays in April and May, each district held a meeting with Zone In-service Coordinators (ZICs) and Zone School heads to share information on the Learning at Taonga Market (LTM) program and how the program would continue to be implemented after the end of the project. A total of 1,974 MOE officials, ZICs and Zone school heads participated in these workshops.

Thirty community schools were visited during the quarter to monitor progress on the small grants. All communities visited have made good progress with their projects and there was no evidence of misappropriation of funds. By the end of the quarter 32 of the 40 communities receiving grants had received their final installment.

Nine community radio stations have continued to produce and broadcast *Education for All* programs and all except for Radio Icengelo on the Copperbelt (where ZNBC has good coverage) have been broadcasting two or more grades of LTM lessons. Radio Chikuni has been broadcasting LTM lessons for five grades and giving additional support to the IRI centers in their parish.

The participation of schools in the OVC Life Skills program was affected by the teachers' strike but some teachers allowed the learners to come into school and listen to the radio. Twenty new schools programs were recorded, edited and evaluated at EBS, while the drama programs were recorded at the six community radio stations. Approval and final editing of the Year Two Teacher's Guide was completed and 5,000 copies were printed. 3,500 Guides were distributed to the schools in the five provinces and the rest will be distributed in the next quarter.

There are now 952 active listener groups in the OVC Life Skills program. One-day workshops were held for the chairperson and secretary of each listener group to plan how the groups could be sustained after the end of the project. A total of 2066 leaders attended these workshops.

One thousand Science Manuals for Grades 5 to 7 and 300 Training Manuals were printed and 100 DVDs produced. These were issued to District and Provincial Resource Center Coordinators at a workshop in Kabwe in May and the DCOP explained how they could be used for training teachers. Further workshops in the use of these training materials will be conducted in Mansa and Kasama in August.

The colleges of education completed all the requirements for the ZATEC program for community school teachers as agreed by the Top Management of the Ministry, but the Teacher Education section is now requiring the colleges to set additional assignments and make further monitoring visits. After receiving complaints from the colleges, a letter of appeal was sent to the Permanent Secretary and we are now waiting for the reply.

A three-day review workshop of the ZATEC program by distance education for community school teachers was held in Kabwe in June to review the program and propose a revised program taking into account the lessons learned. It was attended by college principals and the distance education coordinators. They were supportive of the need for a program to train community school teachers and came up with a number of proposals for a future program.

The enrollment data for IRI centers and community schools using IRI has now been collected and analyzed. The complete tables can be seen in Appendix B. Data was collected from 1,693 schools and centers, which cater for 247,100 learners. The majority of the original IRI centers have registered as community schools, but there are still 213 which are called IRI centers. 84.6% of the schools and centers are in rural

or remote locations. These schools provide education to a large number of orphans – 30.7% of the 247,100 are orphans.

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 collected from the provinces in 2009 indicate that there are 247,100 learners in 1,693 IRI centers and community schools using IRI. The data for government schools using IRI will be available from the EMIS data, which is still being analyzed by the Directorate of Planning and Information.

Teaching skills of participating teachers improved

2.2 Number of teachers trained in IRI

No more teachers were trained during the quarter.

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

The 422 community school teachers who enrolled in the ZATEC by distance education program have completed their assignments and portfolios and are waiting for final recognition.

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

215 MOE officials, 807 ZICs and 764 Zone school heads participated in one-day workshops to plan the continuation of the IRI program.

Improvement of learning resources

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

3500 revised teacher's guides for Our Family were distributed to schools in Eastern, Northern, Western, Southern and Luapula provinces

261 Science Manuals for Grades 5 to 7, 89 Training Manuals and 73 DVDs were distributed to provincial in-service training teams for use at teacher resource centers.

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

Nine community radio stations are producing educational programs and broadcasting *Learning at Taonga Market* lessons. Four of these stations and two others are broadcasting *Our Family* programs.

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

2.7 Number of school committees supported with grant funds

The 32 school committees have received the final installments of their grants

2.8 Number of school structures built or repaired with grants

27 of the 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

2066 listener group leaders attended one-day training workshops to prepare them for sustaining their groups after the end of the QUESTT project.

3. Overview of Activities

3.1 Outreach

3.1.1 Summary

This was the final quarter of the POCs contracts, which ended on June 30. Their major activity was the monitoring of the one day workshops for ZICs and Zone School Heads, which took place in each district in April and May. They were also busy making their final visits to the communities which had received small grants and monitoring the sample of schools for the M&E monitoring report. The collection of enrolment data took much of the POCs time, because the district Ministry of Education officials did not distribute the forms to the schools.

3.1.2 Provincial activities

a. Western

Monitoring visits were made to four districts namely Kaoma, Lukulu, Senanga and Mongu and a total of eighteen community schools were monitored.

Three schools in Lukulu namely Kalambwe, Nalusheke and Kayo Community Schools had received Constituency Development Funds (CDF) to construct permanent classroom structures.

The Loreta Sisters of America are also supporting community schools in Lukulu district. The sisters have done the following:

- They have installed boreholes at Kalambwe, Silumbe and Kayeo community schools
- Provided iron sheets for 1 x 2 semi permanent classroom block at Silembe Community School
- They have allowed children to learn at church premises
- They have procured 2 chalkboards and promised to procure 20 desks for Silembe Community School.

In Kaoma, Shipungu Community School sent twelve Grade 7 pupils to Grade 8 at Luampa Basic School. At Lishukwelo Community School, eight pupils (4 boys and 4 girls) made it to Grade 8 at Luampa Basic School.

Community school teachers in Kaoma are committed to their work because they teach pupils even during holidays, and their pupils did well in the last Grade 7 examinations.

Vineyard Community School in Mongu has been promised assistance from a German organization for school desks and funds for vegetable growing. ESO-ODL has asked the school to furnish DEBS office with full information on this German organization, on what it does.

b. Eastern

The two POCs monitored a total of 31 community schools.

In Nyimba district, the classroom blocks constructed in schools are now in use. The structures are roofed but more work is still to be done on the floors and plastering. At Luangazi Community School the teacher's house which was constructed is now occupied by the satisfied Head teacher.

In Lundazi the POC monitored three out of the six selected community schools using LTM. At all the three community schools visited, no IRI lesson was observed because the ZNBC signal is poor and Radio Chikaya is not broadcasting LTM lessons. The other drawback was that the trained IRI teachers have been transferred or left the school.

The POCs held discussions with a total of 224 community members and encouraged the communities to continue mobilizing materials for infrastructure development.

The POCs held administrative meetings with both MOE district officials and district council officials. The meetings were arranged to:-

- Brief officials about the end of the QUESTT project and the continuation of activities
- Woo support from council secretaries, council chairmen and Community Development Fund (CDF) chairmen on the need for them to support educational projects.

They urged area councilors to assist schools with CDF to complete the school structures and also to make frequent visits to communities to encourage them on development projects. The DEBS were also requested to make frequent visits to communities to encourage people to build better structures. The meetings proved effective and officials in the councils are ready to channel CDF (funds) to education developments

In Chadiza district, Chanida Border, Ambizi and Msakanyama will receive CDF support this year. It is pleasing that QUESTT's initial support to Chanida Border and Msakanyama will be reinforced by the CDF funds.

c. Northern

The POC carried out verification of IRI community schools as requested by the M&E section. Mbala district had indicated that there were only 7 IRI community schools. The POC visited 24 community schools in Mbala district and found that 19 of these were using IRI.

The POC visited all the four IRI community schools in Kasama, Chinsali and Mungwi that had received grants. Good progress has been made in their classroom projects in all the schools visited. All the funds have been well utilized, except for

two schools that are yet to receive their third and last milestone. Continued monitoring by MOE officials is important.

d. Northwestern

The POC with the Grants Coordinator monitored the five schools that had received grants in Kasempa, Mwinilunga and Solwezi districts. The allocation of funds through the DEBS office had been delayed for two schools but this was sorted out during the visits.

The POC also monitored the six zones in Mufumbwe district supplied with IPods. One school, Kafulafuta Basic School, is 81 km from Kaoma town in Western province. The schools have been using the IPods correctly with minimal problems.

e. Central

Monitoring of small grants was completed in Mkushi, Kapiri Mposhi and Chibombo districts. The POC was joined by the Grants Coordinator. They found that good work had been done at the schools but encouraged the communities to work harder and faster in order to get the last allocation.

The POC also carried out sensitization meetings with CSCs in Chibombo district. The main objectives of the meetings were to:

- Encourage communities to work together for the common goal
- Strengthen the co-ordination between teachers and CSC on the one hand and the community on the other.

The POC also monitored and collected data from Mukobeko Maximum Security Prison where there are literacy classes from Grades 4-9 using the IRI methodology in the primary classes. The enrolment data was brought by the Senior Assistant Commissioner of Prisons in charge of training. Though they learn under difficult circumstances, the number of learners was encouraging, especially among the male inmates.

f. Copperbelt

The POC and SEO-ODL held meetings in Kitwe; the main purpose was to explain to the communities the end of QUESTT. The communities had the wrong information that LTM was coming to an end, and the communities were sad, especially because the government teachers were on strike. Community schools had become very useful to learners because they provided learning opportunities.

It was explained to the communities that the program would continue as QUESTT had been working with the Ministry of Education for all the years. They were told what they were expected to do in order to sustain their centers, and it was pointed out that they had managed to run their centers on their own without much external assistance. This helped the communities to come up with new ideas in order to improve their centers through income generating activities. They realized need for

them to improve their farming skills. Apart from farming they were told to identify other fundraising ventures, so that they could continue supporting the teachers.

g. Southern

In Kalomo and Kazungula six community schools were monitored. All the communities monitored utilized the funds well and there was no evidence of misappropriation of funds. The grants scheme has seen increased community commitment and involvement in various projects, particularly the development of infrastructure. The collection of materials up front and the provision of free labor are an indication of appreciation of external support.

h. Luapula

The SEO-ODL has managed the QUESTT project activities since the POC left in December and he has done a good job. When he was not available, the SESO-ODL was always on hand to carry out the LTM activities.

The SEO-ODL was able to monitor three schools which had received small grants. He distributed and collected enrolment data forms from the districts. He also monitored three IRI community schools and observed delivery of lessons by radio. The lessons went well as the reception was good.

The SEO-ODL sensitized the centers he monitored on the sustainability of LTM. He concentrated on the Centre Support Committees, staff at schools, IGAs and the need for communities to own the LTM program.

3.1.3 Visits to the Districts and Provinces

The visits to all the provinces to discuss the end of the project and how the MOE officials will continue the programs supported by QUESTT were completed during the quarter. The following table shows the final visits made. The other provinces were visited in March.

Table 1: Visits to provinces and districts

Date	District/Province	QUESTT staff	MOE staff from Lusaka
April 2	Lusaka Province – Lusaka	COP, NOC, CRC	Director, DODE, Controller EBS, 3 senior producers EBS
April 7	Eastern Province – Chipata	COP, NOC, CRC	Director DODE, Controller EBS
April 8	Lundazi	COP, NOC, CRC	-
April 21	Northern Province - Kasama	DCOP, NOC, CRC	-
April 24	Central Province - Kabwe	DCOP, NOC, CRC	CEO DODE, Controller EBS, Senior Producer EBS

The provincial and district officials reported the following successes and challenges:
Successes:

- Children are alert and grasp concepts easily and are able to learn, think and respond quickly
- Radio lessons promote good time management and help learners to master learning skills
- Learners spoken English has improved and they are able to read and write
- Active participation by learners
- LTM motivates the learners and absenteeism has been reduced
- Learners feel part and parcel of the learning process
- Promotion of skills for both teachers and learners
- LTM is consolidating NBTL
- LTM programme is appreciated in many different places. e.g. adult literacy centers, prisons, churches and even in buses
- The program has been appreciated by teachers who have got used to it. In extreme cases where there is a problem with radio reception, they rely on the mentors guide to teach.
- QUESTT has promoted advocacy for EFA through community radio stations.
- The sponsorship of Community School Teachers for ZATEC has improved the teaching skills of the teachers
- Mentor guides make lesson preparation easy

Challenges:

- Inadequate teaching and learning materials
- Difficulties in sustaining teachers/mentors due to economic hardships
- Poor radio reception
- Lack of resources for monitoring and training teachers from the Ministry of Education

The full report of the visits will be produced separately.

3.1.4 Workshops for ZICs and Zone School Heads

During the April/May school vacation QUESTT supported the Ministry of Education to bring together ZICs and Zone School heads to share information on what has been achieved and the impact of the LTM program and to find solutions to the challenges. The ZICs have played an important role in the implementation of the LTM programme through training of teachers, monitoring and collecting data.

The one-day workshop for ZICs and Zone School Heads was conducted in all the 72 districts.

The following participated in the workshops:

Ministry of Education officials	215
Zone School Heads	764
ZICs	807
Total:	1874

From the information that has come from the ZICs and Zone School Heads, it can safely be said that the LTM program has firmly taken root in Zambia, looking at the successes recorded in the past three years. The following are the successes reported by the districts:

- It has improved the listening skills of both teachers and learners
- Promotes time management on the side of the teachers because learners have become sharp in the way they respond to instructions.
- Consolidates work done in NBTL and SITE and reinforces concepts from NBTL and SITE.
- It has speeded up the acquisition of literacy skills e.g. spelling for Grades 1 and 2
- Learners have acquired oral language and numeracy, following the radio teacher due to its unique features like songs, animal, sounds and games.
- The methodology used in LTM is learner-centered, and learners participate actively in lessons
- It breaks the monotony of lesson routine
- It ensures good teacher-pupil interaction
- The lessons are gender balanced
- The Radio teacher provides a good model of spoken English for both class teacher and learners
- Increase in the number of children and adults going to school
- The retention and attention to what is being learnt is sustained due to the variety of techniques used in LTM
- Learner and teacher/mentor punctuality improved for fear of missing the broadcast
- It has trained learners to think and act quickly
- It has made learners develop an interest in listening to radio programs in English as revealed by learners narrating programs they listened to at home.
- It has improved learners' spoken and understanding of English. This is notable when learners even in grade one are able to carry out instructions given by the radio teacher before the class teacher interprets
- There are more learning and teaching activities during LTM lessons leading to learners being more actively involved.
- Learners that did not have the chance to go to school have a chance to learn through listening to the radio.
- It has fitted well in the mainstream time table
- The program encourages the use of local resources
- The teacher is kept alert all the time for fear of missing the instruction from the radio teacher
- Time management is controlled since every activity is already programmed

The challenges they reported were:

- Poor reception and break down in radio signals
- Slow learners are disadvantaged since the radio teacher is too fast for them

- Inadequate radios in schools where there is more than one stream hampers the implementation of the program.
- Some lessons are missed due to unforeseen circumstances and are not repeated due to lack of recording facilities.
- Insufficient LTM materials such as teachers guides and posters
- Insufficient radios to cover all grades especially in schools with double streams
- Some teachers were not doing enough preparation because they thought that LTM was doing everything
- Unnecessary changes in broadcast schedule affect the flow of the lesson
- The new timetable has made teachers in some schools stop using LTM because the broadcast comes when the pupils have knocked off
- LTM is not on the timetable hence teachers see it as optional and do not use it
- The Directorate of Open and Distance Education (DODE) and Teacher Education have not harmonized the time table for LTM.
- Bicycles are not reliable for reaching far flung schools. Bicycles delivered to the schools in 1997 to ease mobility for monitoring purposes are now in poor condition
- Some school activities such as sports, disrupt the radio programs
- Parts of the iPod equipment especially batteries have developed technical faults resulting in an ineffective charging system
- In some schools LTM equipment has been lost through theft.
- ZESCO power cuts were a challenge to the LTM program
- Senior teachers and Deputy Heads are not conversant with LTM as they were not trained, hence could not supervise teachers well
- Lack of trained teachers in some schools to handle the LTM program as those who may have been trained have been transferred to other stations

The districts came up with the following recommendations for sustaining the LTM program:

- Ministry of Education must be funded adequately in order to continue to retrain teachers.
- There should be constant training of teachers in LTM using the sprint cycle. The teacher training colleges curriculum when revised must include new initiatives like LTM
- All zones in each district should plan for LTM as a team. The districts, Zones and schools to come up with training programs to ensure that more teachers and mentors are trained in LTM methodology regularly for effectiveness and continuity
- Ministry of Education to find interventions to help sustain the program.
- LTM program should be recorded on CDs, MP3 and tapes
- Schools should be responsible for repairing equipment using local resources. A local technician should be found to repair radios

- Schools to be responsible for the purchase of radios and blank tapes for recording LTM lesson using the District Resource Centers
- The Ministry should work closely and strengthen the collaboration with Community Radio Stations.
- EBS to have their own station to improve reception as well as reduce disturbance due to other national programs.
- LTM should be incorporated into Teacher Training Colleges
- Income Generating Activities (IGAs) in schools to be strengthened so that funds can be raised for buying tapes, radios and cells.
- Ministry of Education should not drop the LTM program, but promote it even further than it has gone, because the impact on the learner has been very good
- The head teachers and teachers should own the program and ensure total support in all aspects
- The Ministry of Education should partner with Radio Christian Voice, which is heard even in the remotest parts of the country to air LTM program
- Ministry of Education should fund monitoring in zones of all programs including LTM
- Ministry of Education should procure durable and effective radios
- Pre-recorded programs should be made available to district Resource Centers
- Government to lobby for another donor to continue with the program
- Radio programs should cater for all schools
- The program should be designed in such a way that children with Special Education needs are also catered for

3.2 Small Grant Scheme

3.2.1 Introduction

- The communities monitored have shown a high level of commitment to their respective projects. The communities have worked hard to achieve the milestones as required by the terms of the contracts
- There is no evidence of misappropriation of grant funds.
- Out of the 40 communities funded, 32 have completed milestone three activities and have been paid all the allocations

3.2.2 Monitoring

A total of 34 communities out of the 40 communities that received the grants were monitored for the last time to establish the progress that has been achieved in the implementation of their projects. Monitoring of the communities was conducted by the Provincial Outreach Coordinators, Ministry of Education Officials as well as the Grants Coordinator. The table below shows the communities that were monitored by province.

Table 2: Communities funded by province

Province	Communities awarded grants	Grants cancelled	No. of communities monitored
Northwestern	5	-	5
Northern	5	-	5
Luapula	4	-	4
Eastern	5	-	5
Western	5	-	2
Lusaka	4	1	3
Central	4	1	3
Southern	6	-	6
Copperbelt	2	1	1
	40	3	34

Monitoring of communities primarily focused on assessing the achievement of pre-agreed milestones. Eastern province was the only province to monitor communities for purposes of closing out the projects.

3.2.2 Progress achieved

The progress of projects is measured by the extent to which the milestones outlined in the grant contract are completed. The communities have generally shown a high level of commitment and made good progress towards achieving the pre-agreed milestones. Communities that have received the funds have also exhibited a high level of accountability to the funds awarded to their schools.

Out of the 40 communities awarded grants, 32 communities have successfully completed milestone three activities and have received the last allocation to

undertake final activities. Five communities completed milestone two activities and have received the second allocation to implement milestone three activities. Grant agreements with three communities were cancelled because the communities failed to meet the pre agreed bench marks.

The table above indicates that the majority of the communities, 79%, have progressed well having completed milestone 3 activities. Disbursement of all the allocations due to the communities have been completed based the achievement of set bench marks.

Table 3: Summary of achievements

	Status	No. of communities	Percentage
1	Completed tasks under milestone 2	5	12.5%
2	Completed tasks under milestone 3	32	80%
3	Grants cancelled	3	7.5%
	Total	40	100%

3.2.3 Challenges

Inflation has continued to be a major challenge faced by most communities. The cost of materials required for the communities' projects has kept on increasing and now cost more than was budgeted. The increase has been compounded by increases in transportation cost and the distances of the communities from the supply centers. Thus communities have not been able to purchase all the required materials to complete their projects and have been forced to readjust budgets so as to purchase the most critical of materials.

3.2.4 Work Plan for July, 2009

1. Assess monitoring reports and process final disbursements
2. Prepare final report for 2008/9 grant plan

3.3 Community Radio Stations

3.3.1 Introduction

During this quarter the nine radio stations, Chikuni, Icengelo, Maria, Maranatha, Yatsani, Yangeni, Mano, Oblate Liseli, and Solwezi radio, continued to broadcast promotional programs and broadcast LTM. Chikuni radio has committed to put educational programs as a priority amongst its many projects.

Chikuni has continued to scout for resources to continue building new classroom blocks and new schools. To make sure that the communities can sustain these schools, the Agro forestry project has continued and the community members and learners have had lessons in sustainable agriculture. An entrepreneurship workshop for mentors was held from June 12 to 15 for schools with agro forestry projects. With help and donation of up to K100, 000,000 (c\$20,000) from Aituare I Bambini and Caritas Antoniana of Italy, Chikuni purchased books and teaching aids for grades 1 - 7 including wall charts on agriculture, health, mathematics, science and storage trunks. A mentor's workshop was held from May 4 to 7 to review the integrated syllabus concerning composite grade 7 examination papers sent by MoE

All stations reported that the interest in radio lessons has continued with more requests coming from adults. There is more support from parents and guardians who have helped in putting up structures to improve the learning environment for learners and teachers

Chikuni, which has a full time LTM coordinator and a Nutritionist, has vehicle to monitor the Taonga Market project activities, but the other stations reported that transport continues to be a challenge and this has stopped them from getting stories from more distant schools.

Oblate Liseli, and Yatsani have put in writing their commitment towards broadcasting LTM after the QUESTT project closes.

ZNBC has made very little progress in installing the new equipment to improve the reception in various parts of the country because of the institutional problems in organization.

3.3.2 Development of community radio station activities

In 2003, the partnership with CRS started as a campaign to give access to education to children of school-going age and other children who had missed the opportunity. This campaign was intensified in 2006. QUESTT in collaboration with MOE partnered community radio stations to target such children in order to set up IRI centers within their communities.

The radio stations have produced programs that change the way people perceive education and make them realize that it is a universal right that every child goes to school. The communities were helped to understand the challenges the MoE face

which are hindering many children, especially in rural communities, to get access to quality education. Through radio programs, they came to learn about cost sharing with MoE and what it means. The radio programs have made communities take an active role by mobilizing them to identify a building or construct a shelter and find a mentor to teach the children.

Each year with local and international expertise, radio programming has been designed according to the educational needs and the feedback received from teachers, MoE, learners, community members and other local leaders. *Education for All* is a forum that gives everyone opportunities not only to discuss issues but to take an active role in ensuring that “Education for All” fulfils its meaning.

QUESTT has trained radio producers in production techniques, oriented them on education and given them an understanding of government policies on education. Community radio stations have acted as a medium and voice for the underprivileged. Visits from the radio producers have made communities trust them and made it possible for members of the community to be interviewed. Hearing their voices on radio has motivated them to do more by competing with other communities that seem to be doing more for their IRI schools.

The discussion topics and documentaries that are in line with what is on the ground have helped change people’s mindset about early marriage, girls staying at home to do the chores, boys herding cattle or going fishing instead of going to school. Sensitization through radio has minimized such cases.

3.3.3 Programming

To date the project has worked with CRS based in all the nine provinces of Zambia and produced over 1,700 radio programs.

Table 4: Programs broadcast

YEAR	Community Radio Stations	# Radio programs produced	LTM Grades Broadcast	Comments
2003 - 2004	Breeze, Icengelo, Chikaya, Chikuni, Lyambai, Mazabuka	252	1, 2,3,4	All stations were broadcasting 1,2 with the exception of Chikuni
2005	Chikuni, Chikaya, Icengelo, Mazabuka, Breeze, Oblate Liseli	252	1,2,3,4, 5	Lyambai was unable to continue due to technical problems

YEAR	Community Radio Stations	# Radio programs produced	LTM Grades Broadcast	Comments
2006	Chikuni, Chikaya, Icengelo, Mazabuka, Mano, Yangeni, Yatsani, Mkushi, Oblate Liseli, Mazabuka, Maria	330	1,2,3,4,5, 6	Chikuni took full ownership of the LTM program
2007	Chikuni, Chikaya Icengelo, Mano, Yangeni, Yatsani, Maria, Oblate Liseli, Mazabuka, Maranatha	300	1,2,4,6,7	Chikuni has IRI learners sitting for G7 exam
2008	Chikuni, Icengelo, Mano, Yangeni, Yatsani, Maria, Oblate Liseli, Mazabuka, Maranatha, Solwezi FCC	260	1,2,4,5,6,7	Chikaya and Mazabuka stopped broadcasting due to technical problems
2009 to September	Chikuni, Icengelo, Mano, Yangeni, Yatsani, Maria, Oblate Liseli, Maranatha, Solwezi FCC	200	1,2,3,4,6,7	Stations were producing programs with a focus on what has been learnt, achieved and the future of LTM and education in general

Note: All the radio stations with the exception of Icengelo have been rebroadcasting LTM. The reason for this was that ZNBC adequately covered almost all areas that Icengelo was covering. Icengelo has, however, given a verbal commitment to broadcast LTM when the QUESTT project ends.

Table 5: A few of the topics covered in 2009

Program Title	Topic Description
IRI Methodology	How children and communities benefitted from Taonga Market in 2008, what they did not implement and way forward for their schools

Program Title	Topic Description
Benefits of Education	Adults shared experiences of seeing their children undergo change as they learn to read and write and how this inspired them to go back to school
Adult Education	Importance of education and shared how their lives have changed since going back to school
Former IRI Learners	How the learners who are now in grade 8 are fairing with new friends, subjects and teachers
Early Marriages	Sharing experiences of some children who stopped school and were married off but have gone back to school. Discouraged parents to accept dowry for school going children
Benefit of a school	Shared the benefit of having a school in an area where there has never been a school and how their lives have changed since LTM was introduced
Benefits of Partners	Highlighted how WFP has helped improve enrolment and school attendance through school feeding. WFP donated fuel/energy efficient stoves to facilitate cooking in IRI Schools
Way Forward for IRI	Highlighted how MoE is going to continue supporting IRI schools when QUESTT project ends
IGAs	How schools who are involved in income generating activities have benefitted

3.3.4 Challenges

- Lack of transport to enable producers to reach far away places
- Continued breakdown of studio and transmitter equipment has prevented some of the stations from broadcasting every day
- The future of IRI remains a challenge unless MoE shows commitment to work with CRS
- The promotional education programs are likely to be discontinued unless a sponsor is found
- The turnover of CRS staff has affected the consistency of programming for the educational programs. The exception is Chikuni which has not experienced any challenges for quarter reporting

3.3.5 Conclusion

CRS operations are as good as the state of equipment and the trained staff. These were some of the things that QUESTT paid attention to throughout the partnerships with the radio stations. With the constant training that has been given to producers and other station volunteers, and monitoring of the stations, output has been assured. Through the reports and the quality of programming, it is evident that all efforts have paid off.

3.4 OVC Life Skills Program

3.4.1 Program production and broadcasting.

Production - Radio Yangeni in Mansa and Radio Liseli in Mongu, the stations which started the OVC program this year, were sent programs 11 to 20 of the Year One school programs for broadcasting during term two. These programs were recorded and aired in the second term last year by the four other partner stations.

The recording, editing and formative evaluation of 20 Year Two school programs was completed at Education Broadcasting Services (EBS). These were recorded with 11 actors and were sent to the stations for use in the coming two terms. However the storage computer at EBS picked up a virus that rendered some audio takes unusable. Arrangements are underway for re-recording of the unusable programs. EBS also helped in recording ten Year Two school programs for original stations. These were subsequently formatively evaluated in Kafue and sent to the stations.

In conjunction with Frameworks Media Consultants radio drama programs were recorded at five stations in May as part of a training program that also helped us to review and edit written scripts prior to recording and orient the actors to the new serial drama. Two dramas were recorded in Livingstone, one in Mansa, one in Kasama, one in Mongu and five in Chipata.

Airing - Despite a nationwide teachers' strike, partner radio stations went ahead to broadcast the programs for school. Teachers allowed the pupils to listen to the programs, although there was no technical support for assimilation of information. The strike impact varied from urban to rural school, with the latter providing some support to the pupils. All six stations aired the mandatory 12 school programs, and repeated them each week. However in order to cater for the teachers' strike, most producers requested partner stations to do more than the agreed single repeats. At the same time producers aired 12 drama programs and 12 feedback programs. The total programs aired per site, not including the adhoc repeats stood at 36 per site or 216, representing more than 72 hours of educational programming.

3.4.2 Monitoring visits

a. Schools

The producers visited zone centers to monitor programme implementation and also offer technical support. The producers' visit to the zones came at the height of the teachers' strike and is not a true reflection of implementation.

Table 6: Zones monitored

District	Zones visited	By whom	Comments
Chipata	4	Norman Tembo	At time of visit all schools implementing programs
Katete	3	Norman Tembo	Some schools affected by strike

District	Zones visited	By whom	Comments
Mambwe	3	Norman Tembo	Visited zones unaware about strike and implementing
Chadiza	3	Norman Tembo	Affected by strike
Petauke	4	Cuthbert Banda	None implementing because of strike
Nyimba	4	Cuthbert Banda	Visited zones implementing
Lukulu	2	Patricia Mwiya	Two schools following programs
Kalabo	2	Patricia Mwiya	1 school implementing, other with radio problems
Mongu	5	Patricia Mwiya	All schools implementing
Mansa	10	Rhoda Lungu	Only 2 schools not implementing because of strike
Mungwi	8	Paul Daka	All schools visited following the programs
Kasama	4	Paul Daka	All rural zones visited following the programs
Livingstone	6	Francis Phiri	Only one zone implementing despite the strike
Kazungula	5	Francis Phiri	2 visited schools not implementing rest following programs
Kalomo	2	Francis Phiri	Nakowa zone implementing

New sites in Mansa and Mongu continued updating their databases on schools following the programs. The following data for Mongu was compiled from the schools visited by the producer in the company of the Education Standards Officer. The data for Mansa is still being updated.

Table 7: Details of schools in Western Province

Name of School	Trained teachers	OVCs following the Programs		
		Girls	Boys	Total
	Total			
Sikusi Basic	3	15	19	34
Malala Basic	3	11	7	18
Lukalanya Basic	3	22	12	34
Mulongo Basic	4	17	12	29
Sefula Basic	4	29	24	53
Mandanga Basic	3	20	45	65
Malengwa Basic	6	11	7	18
Mukoko Basic	5	n/a	n/a	22
Lwandui Basic	2	16	4	20
Liunga Basic	3	17	14	31
Ituku Basic	1	9	8	17
Kaongeta Basic	5	7	4	11
Namayanga	2	4	5	9
Simulima Basic	2	7	5	12
Simulumbe Basic	9	7	11	18
Simaa	7	-	-	33
Moombo Basic	6	22	35	57
Salondo Middle Basic	2	2	12	14
Nakalembe Community	1	18	15	33
Makuku Middle Basic	2	10	7	17
Nangili Basic	4	15	10	25

Name of School	Trained teachers	OVCs following the Programs		
Lyaluo Middle Basic	3	34	20	54
Macuu Middle Basic	3	13	10	23
Nalwei Basic	8	12	10	22
Ndau Basic	6	n/a-	n/a	10
Ushaa Basic	7	9	7	16
Nandombe Basic	6	10	9	19
Ikaboko Middle Basic	4	4	6	10
Total	114	341	318	724

b. Listener groups

Listener groups were visited for programme recording and feedback collection. The number of all groups was 952, a drop from the previous figure of 987 due to the merger of some groups as a result of proximity and lack of enough radios to go round. The following are active radio listener groups working with our partner radio stations:

Radio Maria, Chipata	237
Radio Mano, Kasama	145
Radio Liseli, Mongu	155
Radio Yangeni, Mansa	165
Radio PASME, Petauke	115
Radio Mosi o Tunya, Livingstone	135

3.4.3 Training

The chairperson and secretary of each listener group were invited to one-day wrap up workshops in June and July to discuss how the groups could be sustained after the end of the project. The response to the workshops and the training sessions in the workshops was overwhelming.

The training sessions were conducted with facilitators drawn from different ministries and institutions. Ministry of Agriculture and Cooperatives focused on the transformation of our groups into multipurpose cooperatives and radio farm forums; Citizen Economic Empowerment Commission focused on the availability of loans; Ministry of Community Development on group formation; District AIDS Task Force on HIV/AIDS; partner radio stations on continued linkages with the groups; Patents and Company Registration Office on registering new groups and submission of returns for old groups; Ministry of Education on continued links; local Municipality on recognition of the groups by the local authorities; Agricultural Camp Extension Officers on local supervision of groups; and District Resource Center Coordinators on Life skills package. Ministry of Education officials made the opening and closing remarks for each session.

A member of Education Broadcasting Services and the author coordinated the exercise and gave sessions on psychosocial support. Below is a summary of the number of listener group leaders reached.

Table 8: Listener group leaders participating in workshops

District	Male	Female	Total
Chadiza	31	23	54
Katete	25	15	40
Mambwe	19	54	73
Petauke	148	144	292
Mansa	74	248	322
Nyimba	48	44	92
Chipata	149	147	296
Sinda	21	26	47
Lukulu	63	57	120
Mongu	34	63	97
Kalabo	16	30	46
Kalomo	9	54	63
Livingstone	28	22	50
Kazungula	72	102	174
Kasama	67	113	180
Mungwi	30	30	60
Mporokoso	15	15	30
Luwingu	15	15	30
Total	864	1202	2066

3.4.4 Material Distribution

5000 revised teacher guides for Year Two were finally printed during the quarter after extensive collaboration between the Ministry of Education and QUESTT staff in Lusaka and Washington. They were distributed as follows:

Radio Maria	1000	Chipata, Chadiza, Katete and Mambwe schools,
Radio Mosi o tunya	500	Kalomo, Livingstone and Kazungula schools,
Radio Mano	600	Luwingu, Mporokoso, Kasama and Mungwi schools,
Radio PASME	500	Sinda, Nyimba and Petauke schools
Radio Yangeni	400	Mansa
Radio Liseli	500	Kalabo, Lukulu and Mongu.

The remainder will be distributed before the end of the project.

3.4.4 Meetings

The Coordinator attended all three USG OVC forum meetings held during the quarter, at Concern offices on April 22 , at PCI on May 20 and at Plan International on June 17.

Two members from Chipata and Mansa Community Listening Groups were invited to attend training sessions held by Project Concern International on Early Childhood Education. The first training on Child Rights and Protection was held in May while another one for Home Based caregivers was held in June. All meetings were coordinated by Amy Tiwari PCI OVC Advisor. Another Say and Play Training is scheduled for July and will be duly represented by the same community members, who are set to be trainers for their various groups.

All producers attended local District AIDS Task Force meetings in their districts. This helped them plan for the successful training of listener groups on sustainability.

3.4.5 Challenges

One radio station (PASME) seems to be so dependent on the income from QUESTT that the closure of the project might impact on their continuation.

The success of the program has resulted in there being an inadequate number of wind-up radios, for both participating schools and listener groups. Success rates increase with the availability of radios.

3.4.6 Plans for next quarter

- A collection of success stories from all the six sites is being compiled and will be available with the next report.
- Recording of extra school programs to remain at the partner station. We need to record 10 extra programs for the four old sites and redo some of the 20 programs for the two new sites.
- Recording of 10 radio dramas for the two new sites (20 x 15 minutes in Silozi and Icibemba) to complete year one cycle and record 30 extra programs for the new sites (30 x 15 minutes in Silozi and Icibemba) to complete year two phase. Also record 10 new programs for the old sites (10 x 15 minutes in Icibemba, Chichewa and Chitonga) as material for use in term three.
- Help local producers plan with radio station staff on future feedback programs,
- Arrange for all the audio programs to be archived in a web compatible format for future use by radio stations, DRCCs and any user in future. This will entail retrieval and archiving of complete audio takes for each partner station.

- Follow up on the partner radio station proposals sent to US Embassy Small Grants Scheme
- Have a closing and handover session with producers, members of the partner radio stations and Ministry of Education.

3.5 Teacher Education

3.5.1 *Fastele! Fastele!* radio program for teachers

The program has not been running since February 8. EBS held a workshop in Chongwe district from April 23 to 26 2009 to write and edit 22 scripts which are ready for production. However, although scripts are ready for production, EBS and TED have not finalized identifying interviewees, writing a budget for actors, producing the program and securing funds for air time. QUESTT has made an effort to remind EBS and TED about their roles but there has been no response.

Comments and concerns

This delay may result in the Ministry of Education losing the time slots for the program with Zambia National Broadcasting Services on Thursdays at 19:45 hours and Sundays at 18:15 hours.

3.5.2 Sample Science Lessons for grades 5 to 7

1,000 Sample Science Lessons Manuals for Grades 5-7 and 300 Training Manuals were printed and 100 accompanying DVDs produced. On May 27, the Teacher Education Coordinator made a presentation to provincial teams of DRCCs and PRCCs at the Provincial Teachers' Resource Centre in Kabwe on the use of the Sample Science Lessons for Grades 5-7. During the presentation 261 Science Manual booklets, 89 Training Manuals and 73 DVDs were given to Provincial Teams for training teachers in their respective districts.

The remaining materials will be used by National Science Centre and QUESTT to train three provincial and ten district team members and 54 ZICs in Luapula Province; and three provincial and six district team members and 40 ZICs in Northern Province. These will in turn train 240 grade 5-7 teachers in Luapula province and 160 grade 5-7 teachers in Northern Province at Zone Centre Schools. The training will take place in August 2009. The training plan has been approved by the Permanent Secretary, Ministry of Education.

3.5.3 ZATEC by distance learning for Community School Teachers

The Teacher Education Unit of the Ministry has decided that the community school teachers who have completed all the requirements for the Zambia Teacher Education Course must complete further monitoring and assessment. The Chief of Party and Mr. Kaulule from UNESCO wrote A letter of appeal was sent to the Permanent Secretary requesting her to intervene to review the decision. The basis of the appeal

is that the distance education program for community school teachers was approved by the PS and top management and the Director of the Examinations Council in 2007. Although both the full time ZATEC students and the community school teachers who were on distance learning sat for the same examinations in November 2009, the community school teachers were at an advantage because they were already in the field being monitored and assessed. Therefore, it would be unfair to subject them again to further monitoring and assessment until April 2010. The result of this appeal is awaited. The appeal was supported by Mr Kaulule, who was the Chief Education Officer for Teacher Education in 2007. The result of the appeal is not yet known.

In the meantime a review workshop was held from June 4 to 6 at the Provincial Teachers' Resource Centre in Kabwe to share experiences and lessons learnt during the implementation of the program and to plan for a future program for the Ministry of Education. It was attended by the principals and distance education coordinator from the ten colleges of education, two District Resource Center Coordinators, Directorate of Distance Education University of Zambia, Examinations Council of Zambia, Teacher Education and Specialized Services, and the Directorate of Open and Distance Education. Bob Spielvogel, EDC Chief Technology Advisor, and Kent Noel, EDC Director for East and Southern Africa also participated.

The objectives of the workshop were to:

- To review the ZATEC by distance education program run by the colleges of education from April 2007 to April 2009
- To identify the changes which are needed to make the course more effective
- To propose the changes which are needed to develop the course into a full diploma course by distance
- To identify effective modes of learner support
- To propose ways in which ICT can be used to provide student support
- To propose an equivalent assessment system appropriate for distance education students
- To propose how the Ministry and colleges of education will manage the revised program

Mr Kunda, representing the Director of TESS, opened the workshop. Mr Trewby gave a presentation on the number of community school teachers needing training. Mr Sampa reviewed the completed distance education program. Participants then made their observations on the program, covering materials, tutorial support, monitoring, mentoring, assessment, assignments and examinations and finances. Mr Malinda from TESS briefed the participants on the new Diploma of Primary Education and how that would affect the development of a new program for community school teachers. Mr Trewby and Dr Spielvogel spoke about the use of distance education in teacher education. Mrs Chinanda, the DRCC from Kabwe, spoke about the lessons learned from the Primary Teachers Diploma by Distance Education. Mr Sampa and Dr Spielvogel give presentations on the use of ICT in

distance education. Dr Noel presented a proposal for a new distance education program for community school teachers.

Thereafter the participants broke into groups to discuss the proposals for a new program. Finally the groups came together and made a number of recommendations. The complete report is attached as Appendix A.

3.6 Monitoring and evaluation

3.6.1 Enrolment Data Management

The decision was made to collect enrolment data only from community schools this year and rely on the EMIS data for government schools using LTM. Enrolment data for all the 72 districts has been collected. A total of 1,693 schools have been recorded and entered as community schools using LTM or IRI centers in all the provinces. The majority of IRI centers have now registered as community schools. 1,433 of schools and centers are located in rural and remote settings while 260 are found in the urban and peri-urban areas. The final figure for IRI learners in community schools is 247,100 learners, with 124,188 female and 122,912 male learners, of whom over 30% are orphans. The number of community school teachers using LTM is 4,028, of whom 1,462 are female and 2,566 are male.

Tables showing complete results by province are attached at Appendix B.

3.6.2 IRI Monitoring

The data collection for the 2009 monitoring of IRI community schools has been completed, although two provinces did not manage to reach all of the schools selected. The exercise took longer than anticipated as the POCs were also busy completing the collection of enrolment data and the monitoring of the small grants. Data analysis and report writing will commence in the following quarter.

The following table summarizes the submission count for all the provinces.

Province	District	# of sampled schools	# of schools submitted
Central	Chibombo	4	0
	Kapiri Mposhi	2	0
Copperbelt	Kitwe	4	4
	Masaiti	2	2
	Ndola	3	3
Eastern	Lundazi	6	8
	Petauke	6	3
Luapula	Kawambwa	2	1
	Mwense	1	0
	Mansa ¹	0	1
Lusaka	Lusaka	13	3
	Kafue ²	0	1
North Western	Kabompo	2	2
	Mwinilunga	1	1
Northern	Isoka	2	2

¹ Mansa was not in the sampling plan.

² Kafue was not in the sampling plan.

Province	District	# of sampled schools	# of schools submitted
	Mbala	3	3
	Mporokoso	3	4
Southern	Choma	5	5
	Namwala	2	2
	Sinazongwe	4	2
Western	Kaoma	1	1
	Mongu	2	2
Total		68	50

3.6.3 Next Quarter M&E Activities

The M&E section will do the following in the next quarter:

1. Complete the verification and analysis of the 2009 enrolment data
2. Complete the analysis for 2009 IRI Monitoring for Community schools
3. Complete the report writing for the 2009 IRI Monitoring for Community schools

4. Special Events

From April 6 to 8, the DCOP attended a meeting of the steering committee of the ADEA Working Group on Books and Learning Materials. He presented a paper on Development in the Education Book Sector in Zambia: Creative Approaches to ensuring Access to Books of Quality.

On April 24, COP attended the Swearing In of new Peace Corps volunteers. 18 more volunteers will join the education program and, among other activities, support IRI and the schools using iPods.

On May 12, Dr Michael Curtis, the Deputy Director in the Office of Sustainable Development at USAID in Washington visited Kakama Community School in Kabwe to see the impact of the LTM program on the education of the children from vulnerable communities. He watched a young volunteer teacher guiding the learners through a lesson on literacy and numeracy.

In May and June members of staff assisted the evaluation team from DevTech who were evaluating the three USAID education projects. The team was briefed on QUESTT at a meeting on May 12 and subsequently visited sites in Lusaka, Eastern and Southern provinces.

Dr Kent Noel, EDC Director for Eastern and Southern Africa, visited Zambia from May 25 to June 6. While here, he was able to participate in the review of the ZATEC program by distance education for community school teachers which was held in Kabwe from June 3 to 6.

Dr Bob Spielvogel, EDC Chief Technology Officer, visited Zambia from May 31 to June 6. He also participated in the review of ZATEC program by distance education in Kabwe.

From June 1 to 2 the COP and DCOP attended the National Curriculum Symposium at Mulungushi Conference Centre. Mr Sampa presented a paper on *The Need for National Literacy Strategy for 2010-2015*. The proposed strategy has since been approved by Ministry of Education and the PS has recommended that the activities should be adopted by TESS in the 2010 Annual Work plans and budget.

On June 15 DCOP attended an ILO dissemination meeting on *Understanding Children's Work in Zambia*.

The DCOP and Community Radio Coordinator served as judges in the Spelling Bee competition that was organized by *Read Beyond Zambia* in June. The competition was held first in zones and then the winners competed in the finals at Muleya Basic School. There were 24 Grade 5 contestants from eight zones in Lusaka district. Chomba Musonda from Mutamba Basic School in Emmasdale Zone won the first prize.

A farewell function was held on June 30 for the staff leaving at the end of June.

5. Staffing

Meya Zimba, Administration Assistant, resigned with effect from April 24 to take up a new position with a private company.

Maggie Zyambo joined the project as a temporary Administration Assistant from May 1.

Kennedy Phiri, driver, resigned with effect from April 30 to join another USAID-funded education project.

The contracts of all the Provincial Outreach Coordinators and the five drivers in the provinces ended on June 30. They attended a two day debriefing and handover session in Lusaka on June 29 and 30.

The contract of the accountant, Stella Chisupa, also ended on June 30.

7. Success stories

Mongu: Transforming notorious school going kids

Kaande Basic School is located about 15km from Mongu and QUESTT established and trained one listener group in the area. The group, called Tusano, has been working with Ms. Kabimba, the teacher in charge of Our Family programs at the school.

Ms Kabimba is happy that the programs are making a difference in the lives of the children. She cited the example of three grade eight pupils, Danny Liswaniso, Shiku Mukonga and Mubita Muyunda, who were renowned for their misbehavior at school. The teachers noticed a change in the “three musketeers”, who are avid followers of Our Family radio programs.

“They used to misbehave a lot in class and had no respect. All the teachers at the school knew about their mischievous behavior. I noticed that they were changing slowly especially after they started following the radio programs. Particularly the program on interpersonal relationships really had a great impact on them. Most pupils find the programs very interesting. Even class attendance has vastly improved from the time the pupils started following the programs”

Realizing that not all the pupils had access to the radio when they get home, the community around Kaande mobilized themselves and formed four listener groups with the help of Ms. Kabimba and the local radio producer.

In total, there are now five established listener groups including Tusano to ensure that all the target pupils at the school and other members of the community have the opportunity of benefiting from the Our Family programs.

Apart from Tusano, only one other group had a Freeplay wind-up radio, the other groups were using their own battery-operated radio sets. This proved a challenge as sometimes they could not manage to buy batteries.

As a result of the commitment shown, the groups have been trained and given Freeplay radios by QUESTT. The three groups that have been given radio sets are Ibokolwa, Lyumbuko and Lungo.

The community around the school has credited the “three musketeers” for the provision of radios as a direct result of their good behavior.

Mansa: The story of Nkulumashiba

Nkulumashiba is situated between Mansa and Milenge about 55 km from Mansa. It has a population of 698 people, less infants, broken down as 200 men, 400 women, 38 boys and 60 girls. It is an area where members eke out their living from the soil but in resource poor settings.



Community members outside the new classroom

Nkulumashiba was founded by Mapalo Orphanage Director, Pastor William Mwela, on 27th November 2004. The group was formed to improve the standard of living for the community.

In February 2009, QUESTT producer in Mansa trained Pastor William Mwela in the Our Family program and Pastor Mwela invited the producer to survey Nkulumashiba so that the community could also be oriented.

Due to their desire for education, community members worked together in constructing a two-classroom block. The structure was built using locally molded mud bricks and thatched with grass. The community owes their success to Our Family programs. Six community members have since been trained in psychosocial counseling and life skills. The six represent the new groups that have been formed to use the radio for development.



Community members inside the new classroom

APPENDIX A: Report on ZATEC Review Workshop

1. Background

EDC QUESTT Project has been supporting the Ministry of Education, Teacher Education Unit, to implement ZATEC for Community School Teachers by distance learning. The aim of the program is to improve the quality of teaching among community school teachers and to upgrade them with Primary Teachers' Certificates. The community school teachers were provided with modules in all study areas and followed a two year course while they were teaching in rural Community Schools. In addition to study materials, the students attended four two-week sessions and one three-week session of face to face during the school holidays.

The first cohort of 453 students was enrolled in April 2007 and were planned to complete the course after 24 months in April 2009. In order to review the programme and make recommendations for the future, Teacher Education conducted a review workshop for 10 colleges of education with National In-service Training College, University of Zambia, Examinations Council of Zambia, Teacher Education and Specialized Services and Directorate of Distance Education. The review meeting was held from 4th to 6th June 2009 at the Provincial Teachers' Resource Centre in Kabwe. The following is a report about the review meeting.

Objectives

The main objective of the workshop was to share experiences and lessons learnt during the implementation of the programme from April 2007 to April 2009 and to plan for a future programme for Ministry of Education. The following were the specific objectives of the review workshop:

- To review the ZATEC by distance education programme run by the colleges of education from April 2007 to April 2009
- To identify the changes which are needed to make the course more effective
- To propose the changes which are needed to develop the course into a full diploma course by distance
- To identify effective modes of learner support
- To propose ways in which ICT can be used to provide student support
- To propose an equivalent assessment system appropriate for distance education students
- To propose how the Ministry and colleges of education will manage the revised programme

2. Participants

The target was to have 32 participants and 2 consultants. However 26 (23 males; 3 females) and 2 consultants (Dr. Bob Spielvogel, EDC Technology Director, and Dr. Kent Noel, EDC Regional Director) attended the workshop. College principals or their representatives and ZATEC Coordinators attended the meeting. The following were the categories of participants who attended the workshop:

Colleges		UNZA		ECZ		DRCC		TESS		DODE		QUESTT		Consultants	
M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
13	3	1	0	1	0	1	1	3	0	1	0	2	0	2	0
16		01		01		02		03		01		02		02	

3. Finances

The review workshop was financed by QUESTT Project that spent about K58,919,400 for participants' per diem, fuel refunds, hire of venue and supplies. During the workshop participants were supplied with pens, plastic folders, markers, flip charts and hand-outs.

Welcome

Mr. Davies Kunda welcomed participants on behalf of the Director for Teacher Education and Specialized Services. He apologized that the Director, Mrs. Mubanga, was unable to attend due to other commitments at Headquarters. He also explained that Mr. James Silwimba, Chief Education Officer for Teacher Education Unit was in Kabwe but attending another meeting for National Education Support Team at the District Teachers' Resource Centre in Kabwe. Mr. Silwimba would come at a later time to join the review workshop. He urged the participants to contribute positively to the workshop.

4. Content of the review workshop

4.1 Community School Teachers and need for training: Mr Trewby

Statistics from the EMIS data report for 2008 were given as follows:

There were 9,744 Community School Teachers in Zambia

Out of this number 2,259 have a teaching qualification (representing 23%)

5,736 have no teaching qualification (representing 59%)

1,749 did not complete the questionnaire (representing 18%)

From the above information it was noticed that the Ministry of Education aspirations of meeting the Education For All by 2015 were being supplemented by Community School Teachers

Educational qualifications of Community School Teachers were also presented as follows:

6,652 have attained Grade 12 or higher and must be trained

2,672 are below Grade 12 level of education and will require to improve on their educational qualifications

It was observed that there was a large pool of untrained Community School Teachers teaching in the schools. The Community School teachers were not paid by Government but in some cases were assisted by the communities in which they served with food rations and provisions. The provision of training through ZATEC by distance learning has motivated the Community School Teachers and was an incentive to retain them in these schools. Out of 9,744 Community School Teachers, 2,920 left for greener pastures in 2008. However, when 453 Community School Teachers were enrolled in April 2007 for ZATEC by distance learning, 422 wrote the end first year examinations and stayed in schools up to April 2009, and even at this time, are still teaching in their schools.

The report also observed that there was still a large number of Community School Teachers without any teaching qualification. The question was "What were they teaching?" And "How were they teaching?" There was urgent need to train them and improve their qualification for proper teaching and learning to take place in schools.

4.2 Review of ZATEC for Community School Teachers by distance learning: Mr Sampa

He pointed out that the need for quality education delivery as outlined in Education Policy was being compromised when a large number of teachers handling learners did not pass through the necessary training requirements of a teacher. He explained how the Ministry of Education worked with QUESTT Project in order to meet the following objectives:

To improve teaching and learning in community schools

To increase stability of teaching staff in the community schools

To improve access to professional training to those in remote areas

He pointed out that TESS and QUESTT targeted these Community School Teachers for certification with the hope of retaining them in remote schools where they came from.

Selection criteria

election of Community School Teachers for ZATEC by distance learning was done with the involvement of the DEBS’ offices working together with Colleges of Education. A criterion of minimum of three credits and two passes was used as a basis of selection after which certificates were verified by ECZ. Other requirements were that a Community School Teacher should have already taught in the school for a minimum of one year. There should also be commitment on the part of the teacher to remain in the school for at least one year after graduating. All the Community School Teachers who were enrolled met the criteria set. Out of 458 Community School Teachers enrolled in eight colleges of education 422 wrote the final examinations and have been retained in the schools.

Enrolments by College of Education:

College	Target	Enrolments- April 07	Enrolments- November 08
Kasama	60	30	24
Malcolm Moffat	60	50	45
Mongu	60	58	53
Chipata	60	60	58
Mansa	60	60	62
Mufulira	60	60	43
Kitwe	60	70	68
Solwezi	70	70	69
Total:	500	458	422

Course content

The Community School Teachers enrolled for ZATEC followed the same content as the regular ZATEC students and covered a period exceeding 20 months in which they covered the six study areas by the following:

Draft distance education modules for five study sessions

Four face-to-face sessions of two weeks and one three weeks session with a focus on Mathematics and Science study areas

Further assessment through monitoring by lecturers, assignments, area of curriculum strength and portfolio

Calendar

It was also explained that although the academic calendar for Colleges of Education is January to December of each year, the training programme followed a calendar of two years, from April 2007 to April 2009. Throughout this period the Community School Teacher were teaching in their respective community schools and were writing lesson plans, conducting classroom instruction and management and assessment of learners. This calendar of activities for the ZATEC training for Community School Teachers was formulated in consultation with representatives from the Ministry of Education and presented to colleges to follow.

Fees

The college costs were met by QUESTT Project. The following were the costs per student:

<i>Fees</i>	<i>Cost per student</i>
One time registration	K50,000
Examination fees	K70,000
Student accommodation and meals (K40,000/day, 48 days)	K1,920,000
<i>Lecturer costs</i>	
Marking assignments (36 assignments/student, K3,000/assignment)	108,000
Face to face instruction (K50,000/hour, for 106 hours/session)	K60,000
Allowance for monitoring (3 visits)	K160,000/day, 2 students/day
Transport for monitoring (3 visits)	K50,000
<i>Total</i>	<i>K2,825,000</i>

Examinations

The Community School Teachers sat for the same final examinations as their referred counterparts in the regular ZATEC model in November 2008, after the final three week face-to-face session. Raw scores in the components of Area of Curriculum Strength, teaching practice and portfolio file have been compiled and were ready for presentation to Examinations Council of Zambia (ECZ) for students who passed the examinations. ECZ expected to receive and finalize results by December 2009. It was however pointed out that TESS had advised the colleges of education to continue monitoring the Community School Student Teachers as they had to follow same procedure as other full time students. The colleges of education expressed that they had no funding to continue monitoring Community School Teachers.

Next Steps

The colleges insisted that ECZ should certify the Community School Student Teachers with ZATEC certificates at least in December 2009, following the earlier arrangement of the calendar formulated by the Ministry of Education and QUESTT Project. Extending the programme to April 2010 would attract costs in monitoring the students again that had not been budgeted for. Developing modules to reflect the current changes in the teacher curriculum was inevitable.

The Ministry of Education through TESS should make a decision to include the training of Community School Teachers courses by distance learning in budgets

In the discussion that followed it was noted by colleges of education that the minute from TED to colleges of education signed by the Chief Education Officer (TED) was found to be in conflict with what was contained in the calendar that was approved by Ministry of Education for ZATEC distance education training for Community School Teachers. The minute from TED stated that the CSTs should be monitored and assessed again until April 2010, while the approved calendar stated that monitoring and assessment should end by April 2009. Colleges of Education demanded that guidance should be given on how to proceed on this matter because they had no funding for these activities.

NB: The discussion on Mr. Sampa's presentation was continued on the third day when the Chief Education Officer for TED came to officially close the workshop. He pointed out that if Community School Teachers were doing the same course they should complete in April 2010. If they finish in December 2009, they should not get same certificate because other candidates would complain. He directed the Colleges of Education to use money from their normal GRZ funding to monitor and assess students in Community Schools. If students were in far flung Community School Students were in far flung schools they should be asked to move to near-by schools for monitoring purpose.

The Chief Education Officer also pointed out that the issue of late entries for the revised ZATEC for first years would be dealt with by TESS as early as possible. A new date would be circulated to all

colleges and adjustment would be made. Control examinations were for students in the second year in 2009 and would not be carried out any more.

4.3 Observations on ZATEC for CSTs by DL – Lessons learnt

i. Materials

Enough modules were supplied to cater for all students and lecturers

The modules were received in good time

Modules were very useful, the style of writing was recommended

Distribution in some cases was delayed by Resource Centre Coordinators and officers at the DEBS offices who experienced difficulties in accessing the remote areas where the majority of community schools were located

Very few tutors were involved in writing the modules. There was need to include all specialists in wide subject components of each study area, like Expressive Arts and Technology

There were no reference books provided to the students while they were in schools

ii. Tutorial support

The two-week face-to-face residential contact session proved to be inadequate as some subject content were new to the students

There were no funds provided to cater for practical subjects such as Home Economics, Music and Expressive Arts, and also insufficient time during face-to face sessions

The Community School Student Teachers needed a lot of help and attention to supplement the inadequate information found in the modules

There was need for a student guide to the course

iii. Monitoring

Some Community School Teachers in traditional monitoring districts were monitored alongside with regular student teachers

The majority of Community School Teachers were located in far flung remote areas and the exercise of monitoring was very difficult. Colleges needed substantial funds to reach the students and carry out monitoring

Transport costs and monitoring allowance budgeted for by QUESTT under the old rate were insufficient

Communication with Community School Teachers was a very big challenge with the result that at times the lecturers arrived at a school to find the teacher absent or not teaching.

iv. Mentoring

Community Schools were attached to Government Schools from where mentors were expected to be found

The majority of Community Schools had no trained mentors

Even where mentors existed, the absence of incentives for mentors made the mentoring exercise receive a lot of apathy as even the regular student teachers sometimes were not attended to

Students from private colleges paid the teachers for mentoring them

v. Assessment

The normal distribution of eleven assignments was followed. However the performance was not very good. In the absence of relevant reference materials and libraries for students to carry out research, this was expected

vi. Assignments and examinations

Moderation was conducted by ECZ to bring fairness and standards by creating a National Mean which all the candidates were subjected to

Some students were omitted on the results listing released by ECZ

The nature of moderation by ECZ did not take into consideration the different types of assignments given by colleges of education and only took account of the different types of assignments given by colleges and only took account of the raw scores presented to find the National Moderation Mark

A question was raised on a candidate who passed examinations in all six study areas but was referred in continuous assessment in three study areas

Participants wondered why a college that awards genuine scores in continuous assessment suffer at the expense of another college which administered relatively simple assignments and awarded very high scores

Colleges of education reacted sharply to the moderation of Teaching Practice, Portfolio file and Continuous Assessment Scores which were presented in the second year to ECZ after students cleared the centrally set final examinations

The proposal on setting a different final examination paper based entirely on the modules was a policy issue that required consultations at higher level

The representative from Examinations Council of Zambia, Mr. Milimo, promised to make a report to the Council for consideration on contentious issues of moderation

vii. Finances

The Community School Teachers benefited greatly from the support provided by QUESTT Project as most of them were vulnerable and could not afford to enter colleges on their own

At the planning stage there was no provision to cater for increases in transport fares, fuel costs and the new rate of subsistence allowance

The marking of formative and summative scripts were not catered for in the funds provided by QUESTT Project

Some Community School Teachers came along with babies and nannies who were not budgeted for in terms of feeding and transport

4.4 The new Diploma program: Mr Malinda

Participants were briefed on Ministry of Education transition from certificate course to a three year Primary Diploma which colleges of education were going to start offering. The program was implemented in three colleges: Charles Lwanga, Chipata and Mansa. The other colleges would be brought on board later by 2012.

ZATEC had been revised from one year college-based and one year school-based to a two year program with one term of teaching practice in the second year.

Colleges of Education were encouraged to design Diploma programs and affiliate to University of Zambia (UNZA)

The role of TESS will be to regulate the curriculum framework of ZATEC certificate while ECZ will produce the examination regulation for the primary certificate. The foundation courses will be delivered from the current ZATEC in the proposed Primary Diploma course

PTDDL was being implemented by NISTCOL through satellite colleges.

Nkrumah and COSECO had been lined up to offer degree courses while Mufulira and David Livingstone were offering Secondary School Teachers' Diploma and had been affiliated to UNZA

It was hoped that the ZATEC two year certificate program would eventually be phased out and replaced with the three year Primary Diploma program in all the remaining eight colleges of education.

The certificate course would last for two years while the Primary Diploma course would take three year duration

Colleges of Education would develop distance education programs and affiliate this separate course to UNZA.

Participants were informed that ECZ would continue to assess the Teachers' Certificate courses but the formats of the examination papers had drastically changed from academic to a teacher professional approach. Practical papers had been introduced starting 2009 in three study areas which will include Science Education, Expressive Arts and Technology. This was aimed at improving the quality of teachers. The Diploma assessment will depend on the University the college of education will be affiliated to.

4.5 Distance Education in Teacher Education: Mr Trewby and Dr Spielvogel

He emphasized the need and value of distance education. Most people had attained their levels and status because of distance education that was very appropriate in the following ways:

In using study groups

In the provision of more local support to students

For Zambia with a very high number of community school teachers who require training, the teacher will be learning at the same time providing quality teaching and learning

Teacher retention is enhanced in the community schools

These views were supported by Dr. Spielvogel who pointed out that research had shown that on the job training was more effective. Hybrid courses that combined distance education with face-to-face sessions were best. Distance education courses for teachers should be different because there was the added advantage of the teacher being in the classroom. This made practical training methods, such as reflective teaching and action research, easier to implement.

These sentiments were supported with a report that UNZA had introduced the Open Distance Learning Unit and the fast track training had been strengthened with a department on distance education. The fast track was targeting High School Diploma Teachers to give them capacity to effectively handle senior secondary learners.

4.6 Lessons from the PTDDL Experience: Mrs Chinanda, DRCC Kabwe

The PTDDL structure comprised NISTCOL, Satellite Colleges and DEBS' offices with Standards Officers and DRCCs involved

The selection criteria was three 'O' levels and two passes

The program comprised six modules for covering content for teaching grades 1-7

Each student was supposed to be monitored at least six times. However, some students were only monitored twice due to logistical challenges

Learner support: The DRCCs organized contact sessions for learners and invited tutors from colleges who assisted students in districts. Earlier, the DEBS and DRCCs assisted in marking minor assignments. This was later changed and assignments were sent to satellite colleges for marking.

Fees: Each student paid K90,000 to NISTCOL, K80,000 to Satellite College and K80,000 to the District Teachers' Resource Centre and K50,000 as certification fee

Examinations: Upon completion of two modules students were expected to write an examination. Before the examination, wrap up sessions were organized in the colleges so that satellite college tutors could help the students in revising the two modules studied in that term

Successes of PTDDL course

About 60% of the students that were certified with Diplomas had been up graded from ESS11 to ESS 10. Some of them had been elevated to positions of Senior Teacher, Deputy Head Teachers and in some cases Head Teachers

Most of the students had their teaching skills improved

A good number of private school teachers were enrolled for the course

Challenges of PTDDL course

Some of the students failed to pay the required fees and withdrew from the course

Lack of transport by satellite colleges to monitor and support all the student learners

4.7 Experience of using ICT in Teacher Education: Mr Sampa and Dr Spielvogel

Mr. Sampa explained how Teacher Education piloted the use of Fixed Cellular Terminals, Cell phones at Mufulira, Malcolm Moffat and Kasama colleges of education for social and academic support for ZATEC students during the school-based year. This was continued because one of the partners, Celtel by then, withdrew and the Fixed Cellular Terminals were not compatible with the old equipment in Teachers' Resource Centers. It was pointed out that the three colleges of education were given initial funding by QUESTT Project to buy talk time which they sold and used profit to buy talk time to communicate between a group of students and lecturers. The colleges involved in the pilot were asked to continue on their own by using the cell phones.

Despite their shortcomings, the use of the technology was welcomed and motivated learners and provided a variety of teaching method among students in remote areas. Students were linked to their colleges all the time and communicated by calling or sending SMSs. This improved the quality delivery of learning.

The other ICT device that was outlined was, apart from the radio, the use of MP3 players (iPods) for IRI lessons in schools with poor or no radio reception. This enabled teachers to take control of their lessons without relying on programs from ZNBC. Teachers were able to teach in their own time, rewind or pause to emphasize a teaching point. MP3 players were found to be very useful in that they also provided resources for teachers for teaching Mathematics, English and literacy.

4.8 ICT in Teacher Education: Dr Spielvogel

It was emphasized that Distance Education should not be looked at as a cheap program that is used only to improve teacher enrolment, but as a another mode of training teachers. Distance Education was suitable in Teacher Education because the student teacher was ever with the learners in classroom. Unlike the residential student teacher who was away from the classroom.

The following were the challenges of Distance Education mode:

Insufficient number of trained teachers to meet the demands
Candidates varied in the readiness and ability to use distance education materials
Monitoring was difficult due to distances from colleges
No reference to reference material or resources found in libraries at colleges
Isolation of participants
Perception of quality differences in comparison with regular program
Emphasize on self-motivation of the learner
Reliance on print materials

General overview of Distance Education:

Correspondence model – print based
Audio Base Model
Interactive Radio Instruction
Interactive Radio Instruction via tape
Audio Conferencing Communication
Two-way radio
Broadcast radio
Podcasting

Television model
Broadcast TV
Video Conferencing
Video tape
Webcast

Computer Base Multi Media Model:

Interactive video
CD –ROMs
Digital Video Disc
Interactive Media
Computer Headed Instruction
Game
Web-based Education
Computer Mediated Communication
Internet based access to W.W resources
Online courses
Virtual classes/ School and University

Mobile Model:

MP3 players
Cell phones
Tablet PCs

A summary of differences between Traditional Distance Education Model and New Distance Education Model was outlined.

4.9 Proposal for Community Teacher Certificate course through ICT: Dr Noel

Dr Kent highlighted the following:

- Challenges to be met
- Length of the proposed program as 48 months
- Objectives of the program
- Local partners
- Target group
- Final beneficiaries
- Strategies

Categories of learning modes and appropriate ICT:

- Individual study: require print-based modules, radio programs, mobile phone text messaging and MP3 players
- Peer study groups: require digital video/audio devices, computers, mobile phones and face-to-face talk
- Residential college study: computer laboratories, internet and digital video face-to-face discussions

There was a heated debate on whether to start planning for a Diploma or Certificate course for Community School Teachers. A representative from TESS felt that the recruitment of the second cohort of Community School Teachers should not take place under new ZATEC since the course was mainly two years college based. The participants felt that CSTs recruitment can still go on as what mattered was the mode of delivery that can ensure that the syllabi were fully covered through distance education.

4.10 Proposals for instructional activities

Participants were divided into four groups to discuss new proposals. The following were the proposals made by groups:

Mufulira, Kitwe, TESS & DODE

Instructional Events/activities	Modes of Study			
	Individual	Peer study	Residential	ICT support
Materials	MP3, clear and interactive(talking text), radio, TV, website	Shadowing, Clear instructional, group discussions, observations, pre-recorded	Library, contact sessions, feedback, clarification, practice, counseling	Tape recorder, TV sets, computer, radio, internet, cameras, cell phones, editing equipment
Tutorial sessions	Interactive- periodically planned, micro, guidance/counseling	Presentations, designated areas (PTDDL scenario)	Presentations, guidance/counseling, face to face(CE),	Cell phones, computer, power point facility
Teaching practice	Hands on	Observations, shadowing	Micro teaching	Power point, tapes, video

Instructional Events/activities	Modes of Study			
	Individual	Peer study	Residential	ICT support
Mentoring	Planned mentoring, radio programs	Peer mentoring, Teacher Group Meetings	Guidance and Counseling, feedback	Radio
Assessment	Formative and summative, self evaluation(written)	Formative peer assessment, feedback	Practical	Recorded tapes
Assignments	Do specified number of assignments	Pair/group tasks	Practical to be done	Cell phones, camera
Examinations	Write exams individually		Write exams	Computers, exam banks
ICT support	Computer, radio, cell phone, pre-recorded tapes, e-learning, laptops	Computers, radios, TV, camera, conferencing	Training computer literacy, provide access to internet, computer lab	Editing equipment, TV, radio, computer
Other	Monitoring			

Malcolm Moffat, Solwezi & ECZ

Instructional Events/activities	Modes of Study			
	Individual	Peer study	Residential	ICT support
Materials	Modules, students' guides, handouts	Activities from modules, word cards	Worksheets, lecture notes, computers, OHP	Cell phones, radios, MP3 players, computers, LCD
Tutorial sessions	Work cards, short tasks	Worksheets, tasks	Contact sessions, formative assignments	Video, computers, radios, LCD
Teaching practice	Assessment instrument, stationary, finances	Literacy kits (NBTL, SITE, ROC), T/L aids, presentation	Methods & approaches, peer teaching	LCD, laptops
Mentoring	Mentors, tutors, Standard Officers, consultancy	Teacher group meetings, team planning		Video, computers, LCD
Assessment				
Assignments	Formative, summative	Reference books, research materials	Summative, tests	Computers, practical, revision by ICT
Examinations	Self assessment and evaluation, promotion and final	Discussion, question/answer tasks	Self assessment and evaluation, promotion and final	N/A
ICT support	Laptops, cell phones, radios, MP3, computers	Lap tops, browsing, PCs, transparencies	Lap tops, browsing, PCs, transparencies	Sustainability and back up
Other	Print study material, reference books, tutors	Debates, reports	Tutors trained in DE, libraries	

Mongu, DRCC & TESS

Instructional Events/activities	Modes of Study			
	Individual	Peer study	Residential	ICT support
Materials	Modules, note books, pens, folders	Modules, charts, pens, chalk, paper, venue, markers	Tutor, venue, food, accommodation, transport, training materials	Connectivity, hardware, software equipment
Tutorial sessions	Face to face, visitation, feedback to assignments	Group discussion	3 weeks, peer teaching, practical	Internet, cell phones
Teaching practice	Teaching, venue, learners, materials	Peers, venue, learning and teaching materials	Peer teaching, assessment instrument	Overhead projectors, power point, cell phones
Mentoring	Mentor, mentors' guides	Guides and counseling, mentors' guides	Course program	Power point, cell phones, internet, overhead projector
Assessment				
Assignments	Assessment questions, working time, formative, summative	Assessment tasks	Tests/tasks, feedback	Power point
Examinations	Question papers	Sample question papers, examination guideline	Mock examinations	Internet
ICT support	Cell phones, iPods (MP3)	Power point-overhead projector	Power point-overhead	
Other				

David Livingstone, Mansa & UNZA

Instructional Events/activities	Modes of Study			
	Individual	Peer study	Residential	ICT support
Materials	Writing material, print module	Study centre, chalk board, activity sheet	Trainer, training material, venue	Service charges, internet, cell phones text, radio, MP3
Tutorial sessions	Guidance and counselling	Tutors, visitations, cell phone, internet, venue, peer observation	Timetabled, video conferencing	Video , tape, internet, radio, chat, email, TV
Teaching practice	Learning/teaching aids, monitoring, supervision	Video conferencing, peer observation	Peer, teaching, reflection, demonstration, micro-teaching	Tape/video, internet, email, teaching through ICT
Mentoring	Mentors- qualified teachers	Mentors-qualified teachers		ICT- teacher should use ICT
Assessment			Test, practice observation	

Instructional Events/activities	Modes of Study			
	Individual	Peer study	Residential	ICT support
Assignments	Individual assignment, action research	Project, task sheets, research	Feedback	ICT interview
Examinations	Sit for examinations	Group project	Practical, promotion exams, sit for final exams	Practical based on ICT
ICT support	Internet support, mobile phone text, radio, MP3 players, service charges		Practical use of ICT	Practical use of ICT
Other	Library services, agents (qualified volunteer personnel)	Library services, agents (qualified volunteer personnel)	Guidance & Counseling	Explore use of all facilities

4.11 Examinations Council of Zambia

Mr. Milimo pointed out that end of year examinations for refereed students would be written in December 2009, mainly for Community School Teachers. Control examinations would be written in August and will cover practical examinations in Expressive Arts, Technology and Science. The closing date was 27th May 2009 for entries. Students to write referred exams should be recorded in the study areas they are to write. Electronic registration would be used. He advised that Principals must take keen interest in the registration of candidates to avoid mistakes at the entry point.

There were a lot of students visiting ECZ for results and missing results. The practice should be discouraged and only Examination Coordinators should be making follow ups on such issues on behalf of students.

Participants were informed that missing results for Mongu College for Community School Teachers were sent to the college on Friday 5th June 2009.

The following was the role of Examinations' Council of Zambia in distance education:

- ECZ will register for exams candidates who meet entry qualifications as stipulated by the Ministry of Education
- ECZ will certify candidates who successfully pass their certificate examinations
- ECZ will respond to queries pertaining to the examinations that it sets
- ECZ will advise on matters pertaining to the examination

4.12 Recommendations for new distance learning program

For the final session, participants came together to agree on recommendations for the future program.

Instructional events/activities	Recommendations/ proposals	Responsible
Recruitment	Qualifications – 5 credits including English and Mathematics Teaching in community school	Colleges and DEBS. TESS

Instructional events/activities	Recommendations/ proposals	Responsible
Materials	Printed modules Study guides for students Reference books for study groups and TRCs. In some places given to schools and colleges. Handouts, articles from journals	Colleges to revise and write modules with help from DODE, NISTCOL, UNZA IDE, CDC
Tutorial sessions	At colleges: maximum three weeks duration face-to-face At TRCs: two days per term Study groups: Once per week	Colleges College tutors & DRCC ZICs
Teaching practice /Monitoring	Once per term throughout course but assessment only in last year	Colleges, SOs,
Mentoring	Throughout	Senior teachers, SOs, ZICs, DRCCs
Assignments	As in the new ZATEC program	Colleges
Examinations	Exams at end of each set of two modules or Promotion: end of second year Final: at end of course	ECZ

4.13 Conclusion - Official close

The Chief of Party for QUESTT Project thanked all the participants for the hard work and commitment they made towards the programme which was very successful

The Chief Education Officer (TED) thanked QUESTT for the support rendered and advised that the workshop should generate a report that should be made available to TESS for consideration and follow up on some of the issues raised by colleges of education during the workshop.

APPENDIX B: Enrolment data for IRI in community schools

Learners by province

Province	Total Number of districts	Number of districts submitted Enrolment Data (June 2009)	Number of IRI schools submitted Enrolment Data (June 2009)	Number of learners in IRI Schools (May 2009)		
				Male	Female	Total
Central	6	6	311	24,833	25,190	50,023
Copperbelt	10	10	113	6,685	6,940	13,625
Eastern	8	8	246	15,958	16,285	32,243
Luapula	7	7	147	10,587	10,036	20,623
Lusaka	4	4	220	23,348	24,898	48,246
North Western	7	7	152	9,203	9,073	18,276
Northern	12	12	239	15,080	14,315	29,395
Southern	11	11	175	12,200	12,287	24,487
Western	7	7	90	5,018	5,164	10,182
Total	72	72	1,693	122,912	124,188	247,100

Orphans status of learners in IRI community schools

Province	Orphan Status of Learners						
	Single Orphans			Double Orphans			
	Male	Female	Total	Male	Female	Total	Total
Central	5,109	5,078	10,187	2,757	2,807	5,564	15,751
Copperbelt	1,383	1,460	2,843	975	1,123	2,098	4,941
Eastern	2,688	2,615	5,303	1,518	1,633	3,151	8,501
Luapula	1,871	1,822	3,693	1,094	1,170	2,264	5,957
Lusaka	6,484	6,945	13,429	4,072	4,156	8,228	21,657
North Western	1,239	1,153	2,392	592	561	1,153	3,545
Northern	2,173	2,126	4,299	1,236	1,305	2,541	6,840
Southern	2,014	1,889	3,903	782	824	1,606	5,509
Western	1093	1,127	2,220	511	524	1,035	3,255
Total	24,054	24,215	48,269	13,537	14,103	27,640	75,909

Teachers in IRI community schools

Province	Teachers			Age of Teacher						
	Male	Female	Total	<20 years	20-30 years	30-40 years	40-50 years	>50 years	Unknown	Total
Central	354	176	530	4	144	123	60	35	164	530
Copperbelt	117	129	246	1	109	77	44	15	-	246
Eastern	464	209	673	9	387	171	71	35	-	673
Luapula	268	93	361	4	178	103	57	18	1	361
Lusaka	340	405	745	14	380	230	75	46	-	745
North Western	197	86	283	2	191	78	11	1	-	283
Northern	397	98	495	6	230	145	87	27	-	495
Southern	296	165	461	1	213	165	59	23	-	461
Western	133	101	234	4	117	60	35	18	-	234
Total	2,566	1,462	4,028	45	1,949	1,152	499	218	165	4,028

Learners by age and province

Province	Age of Learners					Total
	< 7 years	7-10 years	11-14 years	15-18 years	> 18 years	
Central	3,610	21,560	17,091	6,998	764	50,023
Copperbelt	1,521	6,944	3,718	1,052	390	13,625
Eastern	2,596	15,255	9,697	3,927	768	32,243
Luapula	1,560	9,660	6,289	2,622	492	20,623
Lusaka	2,946	19,264	18,530	6,971	535	48,246
North Western	1,225	9,914	5,309	1,682	146	18,276
Northern	2,087	15,136	9,200	2,679	293	29,395
Southern	894	12,289	8,253	2,487	564	24,487
Western	646	5,150	3,259	937	190	10,182
Total	17,085	115,172	81,346	29,355	4,142	247,100

Schools by location, school type and province

Province	Location			Type of school		
	Rural	Urban	Total	IRI centre	Community school	Total
Central	280	31	311	16	295	311
Copperbelt	44	69	113	16	97	113
Eastern	241	5	246	55	191	246
Luapula	146	1	147	16	131	147
Lusaka	93	127	220	18	202	220
North Western	147	5	152	-	152	152
Northern	237	2	239	33	206	239
Southern	162	13	175	46	129	175
Western	83	7	90	13	77	90
Total	1,433	260	1,693	213	1,480	1,693