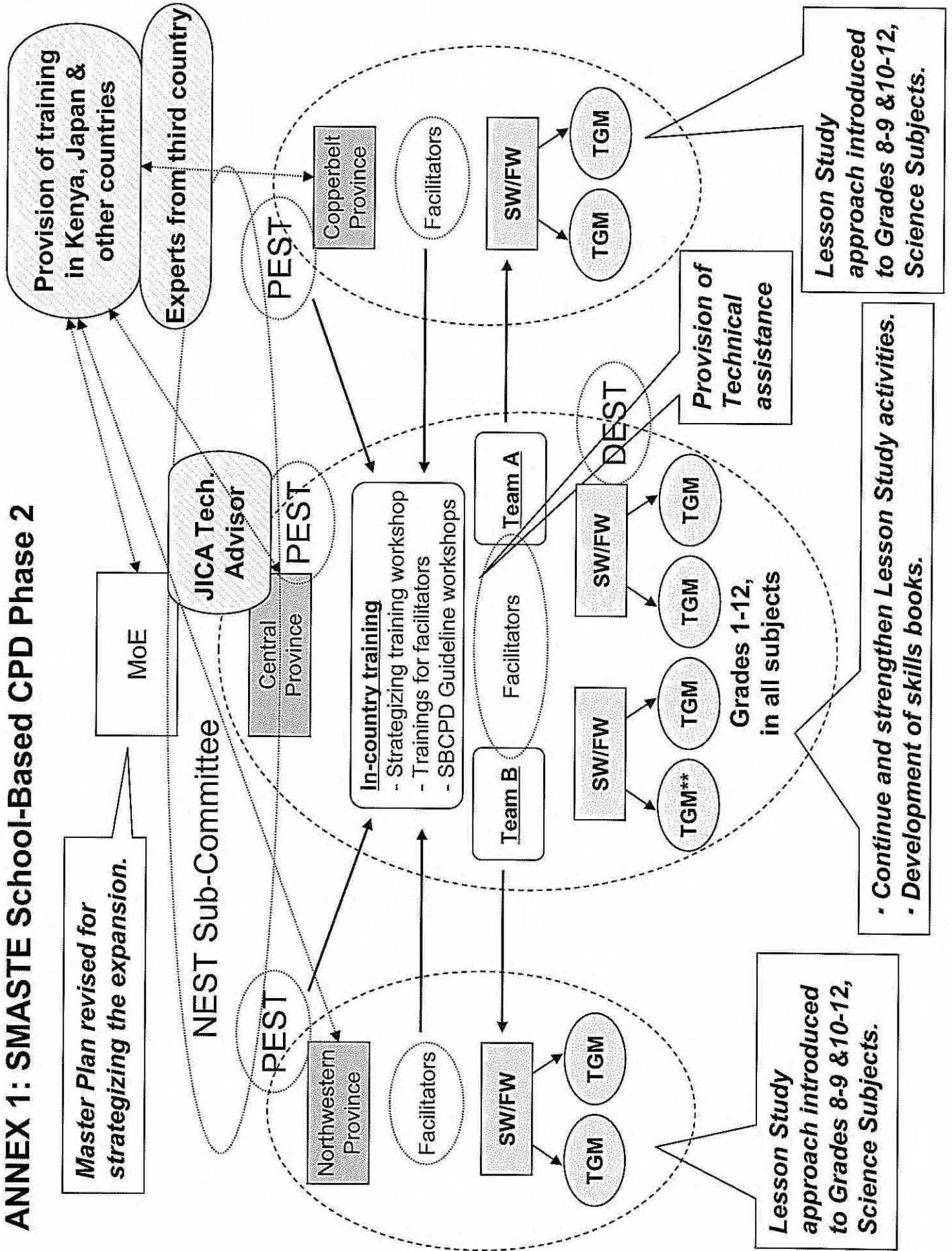


ANNEX 1: SMASTE School-Based CPD Phase 2



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Narrative Summary	Objectively verifiable Indicators	Means of Verification	Important Assumptions
<p>Overall Goal Sustainable School Based Continuing Professional Development (SBCPD) through Lesson Study is expanded to the rest of the country.</p>	<p>1. Implementation guidelines being used. 2. Lesson study activities being conducted regularly. 3. Master plan on SBCPD modified.</p>	<p>1. CPD Workplan 2. CPD Report</p>	
<p>Project Purpose Teaching/learning activities in the classroom are improved through lesson study in three target provinces.</p>	<p>(Central Province) 1. Improved observation results of the lessons. 2. Improved Students' perception of the lessons. 3. Improved School managers' perception of the Lessons. 4. Improved Teachers' perception of their Lessons. (Northwestern Province and Copperbelt Province) 1. Observation results of the lessons. 2. Students' perception of the lessons. 3. School managers' perception of the Lessons. 4. Teachers' perception of their Lessons.</p>	<p>1. Report of lesson observation. 2. Result of questionnaire to the pupils/students. 3. Result of questionnaire to the school managers. 4. Result of questionnaire to the teachers.</p>	
<p>Outputs 1. Lesson study activities in science are introduced to schools at Grades 8 to 12 in Northwestern Province and Copperbelt Province. 2. Lesson study is strengthened in Central Province.</p>	<p>1-1. No. of schools in the piloting districts participating in lesson study activities (target figure: 70%). 1-2. No. of school managers who participate in SW/FWs. 1-3. No. of cycles of lesson study activities in a school/cluster (target figure: 3 cycles per term) 1-4. No. of teachers participating in lesson study activities. 1-5. No. of facilitators in SW/FWs. 1-6. The revised Implementing Guideline. (Coverage) 2-1. No. and percentage of schools conducting lesson study activities. 2-2. No. of schools newly started conducting lesson study activities. 2-3. No. of schools conducting lesson study in subjects other than science. 2-4. No. of DESTs implementing SW/FWs. 2-5. No. of monitoring on DESTs by PESTs. 2-6. No. of new facilitators. (Quality) 2-7. Quality of facilitation skills. 2-8. Revised Implementing Guideline. 2-9. Developed facilitators training package. 2-10. Revised questionnaire of students 2-11. Developed skills book for facilitators 2-12. Lesson study introduced to colleges (PRESET)</p>	<p>1-1. Monitoring reports from schools. 1-2. Plan on School-based CPD from schools. 1-3. Attendance records on SW/FWs. 2-1. Results of questionnaires to the teachers. 2-2. Results of questionnaires to education managers. 2-3. Monitoring reports from schools. 2-4. Attendance records on SW/FWs. 2-5. Results of observation by external observers.</p>	
<p>3. Lesson Study framework is integrated into Grades 1-7 SB CPD based on the experience on Grades 8-12 of Central Province.</p>	<p>3-1. No. of schools implementing lesson study activities in Grades 1-7 (target figure: 70%). 3-2. No. of cycles of lesson study activities in Grades 1-7 (target figure: 3 cycles per term). 3-3. No. of learning areas integrating lesson study in Grades 1-7. 3-4. No. of teachers participating in lesson study activities in Grades 1-7. 4-1. Availability of teaching skills book. 5-1. Availability of management skills book.</p>	<p>3-1. Monitoring reports from schools. 3-2. Plan on School-based CPD from schools. 3-3. Attendance records on SW/FWs. 3-4. School In-service Record (SIR) Book (Grades 1-9) 4-1. Approved teaching skills book 5-1. Approved management skills book</p>	
<p>4. Teaching Skills Book is developed based on the experiences of the three target provinces. 5. Management skills book on SBCPD for school managers is developed based on the experiences of the three target provinces. 6. Monitoring of SBCPD is improved in the target provinces.</p>	<p>6-1. The number of monitoring by external supervisors (NEST, PEST, DEST) 6-2. The number of monitoring by implementers (school managers, facilitators and teachers) 6-3. The assessment of planned versus implemented activities. 6-4. Harmonized monitoring instruments. 6-5. Developed common format for monitoring</p>	<p>6-1. Monitoring report by external supervisors. 6-2. Monitoring report from schools. 6-3. Numbers of achieved activities. 6-4. My Monitoring Book (Grades 1-9).</p>	

<p>Activities</p> <ol style="list-style-type: none"> 1-1. Review the School-based CPD of SPRINT-CPD. 1-2. Develop the strategy for scaling of SBPCD within the provinces. 1-3. Conduct needs assessment (No. of zone/clusters, No. of schools, No of target teachers, No. of pupils, information on staffing, etc.). 1-4. PESTs attend the Strategizing Workshop and develop Plan of Operation (P/O). 1-5. Train facilitators (in-country and outside country). 1-6. Conduct Stakeholder Workshops. 1-7. Conduct Facilitators Workshops. 1-8. Conduct lesson study activities as school-based CPD at school/cluster level. 2-1. Conduct needs assessment (including identifying the resource persons of other subjects for FWs). 2-2. Conduct the orientation meeting for PEST. 2-3. Conduct meeting among DESTs and PEST. 2-4. Conduct Stakeholders Workshop at district level. 2-5. Conduct Facilitators Workshop. 2-6. Conduct training of District of Facilitators. 2-7. Identify some facilitators as potential national trainers. 2-8. Strengthen the capacity of selected facilitators as national trainers. 2-9. Conduct lesson study activities as school-based CPD at school/cluster level. 2-10. Provide the technical assistance to Copperbelt and Northwestern Province. 2-11. Develop the monitoring format and lesson assessment format for other subjects. 3-1. Harmonize the existing classroom teaching interventions with lesson study. 3-2. Train facilitators (in-country and outside country) 3-3. Conduct Stakeholder Workshops. 3-4. Conduct Facilitators Workshops. 3-5. Conduct lesson study activities as school-based CPD at school/cluster level. 4-1. Identify and select suitable content for the teaching skills book. 4-2. Identify the writers of the teaching skills book. 4-3. Conduct teaching skills book development workshop. 4-4. Produce teaching skills book. 4-5. Conduct dissemination workshop on the use of the teaching skills books for the target provinces. 5-1. Identify and select suitable content for the management skills book (manual). 5-2. Identify the writers of the management skills book. 5-3. Conduct the management skills book development workshop. 5-4. Conduct training for Education Managers on effective management of school-based CPD. 5-5. Produce the management skills book. 5-6. Conduct dissemination workshop on the use of the management skills book for the target provinces. 6-1. Develop, revise and harmonize monitoring instruments for effective school monitoring. 6-2. Identify a monitoring team spear-headed by standard officers 6-3. Conduct training on how to use the lesson study implementation report. 6-4. Conduct training on the use of the monitoring instrument. 6-5. Strengthen the use of the monitoring instruments and implementation reports. 6-6. Develop a common format for summary reports. 	<p>Preconditions</p> <ul style="list-style-type: none"> -Zambian Government policy for strengthening and implementing CPD activities of teachers does not change adversely. -There is not too much transfers of core officers. -There will be good political will. -Ministry of Education budget is sustained.
<p>(Japanese side)</p> <ul style="list-style-type: none"> • Dispatch of long-term expert: 1 Technical Advisor (Management of SBPCD and Lesson Study) • Dispatch of third country short-term experts • Provision of training opportunities for education managers and teachers in other countries (including airfares for international travel, transportation outside the country, meals and accommodation) The rest of the training costs will be borne by the Zambian side. • Procurement of equipment (vehicle, printing equipment, PCs etc.) and materials • Local costs for the experts • Costs of local expertise when necessary (e.g. for in-country training). <p>(Zambian side)</p> <ul style="list-style-type: none"> • Counterpart personnel • Office facilities (at Headquarters and in targeted provinces) and running costs • Costs for in-country training • Funds for conducting lesson study activities and workshops • Buildings and other facilities necessary for conducting Lesson Study activities and workshops • Funds to be allocated to Central Province for technical assistance to Northwestern Province and Copperbelt Province. 	

ANNEX 3: Administrative Structure of Project

(to be developed)

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ANNEX 4: National Education Support Team (NEST) Sub-Committee on SMASTE School-based CPD: National Coordination Team

The functions and composition of overall NEST will be developed by TESS in due course in order to coordinate all existing project strengthening the SPRINT-CPD projects/programmes.

The NEST Sub-Committee on SMASTE School-based CPD shall meet quarterly.

1. Functions

- a) Overall coordination and supervision of the programme following national policy of INSET and CPD
- b) Plan, review and revise the master plan for School-Based CPD
- c) Facilitate and support workshops under the programme held at provincial, district and zone level
- d) Monitor activities under the programme in coordination with PESTs, DESTs, and ZESTs*.

2. Chairperson: Chief Education Officer, Teacher Education, Directorate of TESS

3. Membership:

Zambian side

Headquarters

Chief Education Officer, Teacher Education, Directorate of TESS – Deputy Project Director

Chief Curriculum Specialist, Curriculum Development Centre, Directorate of Standards and Curriculum

Chief Education Standards Officer, Directorate of Standards and Curriculum

Principal Education Officer, INSET, Directorate of TESS

Senior Education Officer, Basic Schools, Directorate of TESS

Senior Education Officer, High Schools, Directorate of TESS

Principal Education Officer, PRESET, Directorate of TESS

Deputy JETS/SMASTE Secretary

Provinces (three target provinces)

Provincial Education Officer – Project Manager

Principal Education Standards Officer – Deputy Project Manager

Senior Education Standards Officer (Natural Science) – Project Coordinator

Education Officer, Teacher Education

Japanese side

JICA technical advisor

JICA representative from JICA Zambia Office

* NEST, PEST, DEST and ZEST: These are existing structures within the MoE at each level that is composed of the representatives of directorates.

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ANNEX 5: Provincial Education Support Team (PEST): Implementing Coordination Team at Provincial Level

The PEST shall meet quarterly and whenever necessary.

1. Functions

- a) Overall coordination of the programme
- b) Planning of activities under the programme
- c) Capturing budget and procurement of workshop materials
- d) Issuing and filing official communication
- e) Recording activities and producing minutes of meetings
- f) Conducting baseline and other surveys on the programme*
- g) Encoding data on the implementation and surveys*
- h) Monitoring activities.

2. Chairperson: Provincial Education Officer

3. Membership

Provincial Education Officer

Principal Education Standards Officer

Senior Education Standards Officer (Natural Science)

Senior Education Standards Officer (Mathematics)

Senior Education Standards Officer (Practical Subjects)

Education Officer, Teacher Education

Senior Planning Officer

Subject Coordinators for Basic School: PRC**

Subject Coordinators for High School: PRC**

Representative of DEBSs: DEBS office***

Representative of Headteachers: High School***

* In the case of Central Province, item f) and g) will be conducted in coordination with DEST.

** In the case of provinces where there are more than one PRC, all the Subject Coordinators will be members of PEST.

*** In the case of Central Province, the persons will be represented by one from Heads Association and one from DEBS Association.

ANNEX 6: District Education Support Team (DEST): Implementing Coordination Team at District Level (for Central Province)

The DEST shall meet quarterly and whenever necessary *.

1. Functions

- a) Planning of activities under the programme
- b) Capturing budget and procurement of workshop materials
- c) Issuing and filing official communication
- d) Recording activities and producing minutes of meetings
- e) Conducting baseline and other surveys on the programme with support of PEST
- f) Encoding data on the implementation and surveys with support of PEST
- g) Monitoring activities.

2. Chairperson: District Education Board Secretary

3. Membership

District Education Board Secretary

District Education Standards Officer

District Resource Centre Coordinator

District Planning Officer

1 Head High School

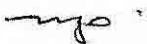
1 Head Basic School (Chairperson for Heads Association at District Level)

2 Facilitators from High Schools

2 Facilitators from Basic Schools

1 Zone Inset Coordinator

* The functions and membership of DEST maybe be modified as necessary during the project implementation.



ANNEX 7: Terms of Reference and Selection of Facilitators

1. ToR of Facilitators

These are classroom teachers who have been identified as focal persons in a given cluster or zone. Each facilitator shall be requested to assist school-based CPD activities not only in his/her school but also in other schools assigned to him/her. They will effectively participate in the school-based CPD by:

- a) Assisting teachers in the planning of CPD activities in the schools assigned
- b) Checking lesson plans before lesson demonstrations are conducted
- c) Effectively participating in the lesson planning during the pre-demo sessions
- d) Observing demonstration lessons
- e) Facilitating discussions after lesson demonstrations
- f) Preparing and submitting facilitation reports
- g) Attending Stakeholders and Facilitators workshops.

2. Selection of Facilitators

Facilitators will be selected by ZEST in consultation with DEST and PEST, taking into consideration the geographical location of schools. The Facilitator teachers in a cluster/zone will be selected accordingly to set criteria*. S/he is a person who has facilitation skills or who has potential to obtain the facilitation skills for lesson study activities at school/cluster level.

* The criteria of the Facilitators will be itemized in due course.

ANNEX 8: Terms of Reference of JICA Technical Advisor

JICA shall dispatch a Project Technical Advisor and the functions of the Advisor will include:

- (1) Advising the Project Director, Deputy Project Director, Project Manager and Project Coordinators on the implementation and management of the Project;
- (2) Advising the Project Coordinators, NEST, PESTs and DESTs in the planning, implementation, and monitoring of the Project;
- (3) Advising the following counterpart personnel (Project Coordinators, NEST, PESTs and DESTs) on technical aspects of lesson study;
- (4) Advising on other relevant issues concerning the Project.

* Technical Advisor will devote 20% of her/his work at headquarters and 80% at Central Province and other provinces.



**Republic of Zambia
MINISTRY OF EDUCATION**

**Teacher Education & Specialised Services
(TESS)**

**REPORT ON THE RAPID APPRAISAL OF CENTRAL,
COPPERBELT & NORTH WESTERN PROVINCES.
(School Based CPD Phase II Preparations)
4th – 19th November 2007**

Compiled by:

<i>B. Tembo</i>	<i>EO – TE Kabwe Central Province</i>
<i>B. Banda</i>	<i>SESO – NS Kabwe, Central Province</i>
<i>M. Simbeye</i>	<i>SPO Kabwe, Central Province</i>
<i>K. K. Kayombo</i>	<i>SEO – Basic Lusaka</i>
<i>E. Tindi</i>	<i>A/PEO- In-service, Lusaka</i>
<i>J. Chileshe</i>	<i>JICA Lusaka</i>

November 2007

1. INTRODUCTION

The SMASTE School Based Science Project Phase I (11th October 2005 – 9th October 2007) in Central Province main thrust was improving the teaching and learning of science through Lesson Study for grades 8 – 12. The experiences gained have led to the desire to extend the Phase II Project to selected provinces (Copperbelt & North Western) at grades 8 – 12 and strengthen the model by extending it to cover all subjects at grades 1 – 12. As part of the preparation for the Phase II an Ex- Ante Evaluation has been undertaken necessitating a Rapid Appraisal of the target provinces and a Strategizing Workshop that will lead to the development of Operational Plans for the targeted provinces and subsequently the preparation of the Phase II Project Document.

This report covers the activities that were undertaken in Northwestern and Copperbelt Provinces in relation to the rapid appraisal to assess the readiness of the Provinces to start the school-based CPD through Lesson study as part of phase 2 of the SMASTE –CPD project. It also covers the activities that were undertaken in Central Province to determine the extent to which the teachers in the schools (grades 1 to 7) understand the lesson study concept to be able to practice it in their teacher group meetings.

The following areas are outlined:

- Rationale of the activity
- Objective of the activity
- Target groups
- Means of data collection
- Findings
- Recommendations
- Conclusion

Also attached to the report are data/statistics, questionnaire and education officers we interacted with in the course of the exercise.

2. RATIONALE

The presence of a strong and sustainable school-based CPD system in the schools is a vital aspect in the implementation of lesson study. Therefore, it was inevitable to physically travel to these Provinces and conduct the activity in order to have first hand information on the prevailing situation on CPD.

3. OBJECTIVE

The objective of the appraisal was to assess the prevailing situation of the school-based teacher professional development activities because this is the best way to determine whether the “injection” of lesson study as an intervention into school-based teacher professional development has an entry point.

4. TARGET GROUPS

The Education Support Teams herein referred to as the Implementing Co-ordination Teams at Provincial (PEST), District (DEST), Zone (ZEST) and School Level (Basic, High and Secondary) including Colleges of Education.

Composition of the Rapid Appraisal Teams

Two teams' were constituted one for the Copperbelt and the other for North Western Province. The justification being that more time would be spent in a particular province given the fact that the data collection would involve group discussions as well as administering a questionnaire.

Copperbelt Province Team:

K.K. kayombo, SEO – Basic Lusaka
 E.Tindi, A/PEO- In-service, Lusaka
 J. Chileshe, JICA Lusaka

North Western and Central Province Team

B.Banda, SESO – NS Kabwe, Central Province
 B.Tembo, EO – TE Kabwe, Central Province
 M. Simbeye, SPO Kabwe, Central Province

4. MEANS OF COLLECTING DATA (Methodology)

Group discussions were held and questionnaires were administered. The method that was used brought out the following statistical factors;

a. Interviews

- PEST 20 officers
- DEST 82 officers
- 6 High school heads
- 6 Deputy heads
- 1 CPD Coordinators
- 4 HODs
- 8 Basic school heads
- 8 Deputy head
- School INSET Coordinator (?)
- Zone INSET Coordinator (?)
- 3 College Principals
- 4 College Vice Principals
- College CPD coordinator

The details of who were the actual discussants and questionnaire respondents are attached as an appendix.

b. Districts Visited

	Province	Districts	Zones	Basic Schools	High Schools	Colleges
1.	Northwestern	3	4	8	4	1
2.	Copperbelt	10	-	-	4	3
3.	Central	1	5	5	-	-
	Total	14	9	13	8	4

A total of 14 Districts, 9 Zones, 13 Basic Schools, 8 High Schools and 4 Colleges of Education were visited during the appraisal period.

c. Reasons for selecting the Districts to pilot the lesson study approach

- Low performance in Science, Mathematics and Technology

- Presenting both a rural and urban setting for teacher experience.
- No graduate science and mathematics teachers who should teach the senior classes
- Low staffing levels

5. FINDINGS

- i. The support and supervision to school-based CPD by school managers.
 - The comments by the headteacher in the SIR book were too shallow to give the particular group any meaningful feedback, e.g. very good, keep it up, checked, noted etc. One particular school in Mwinilunga –Kanyihampa Upper Basic School, was an exception. The headteacher gave very detailed comments which were helpful feedback to the teacher professionally.
 - Negative attitudes of some sch heads hampered the progress of school-based CPD.
 - The existing structures in the SPRINT system are still on-going in the basic schools with some school heads being very active and supportive while the concept of SPRINT/CPD is yet to be appreciated at High school level in Copperbelt and Northwestern Provinces
 - Almost all the deputy headteachers at High school in Copperbelt and Northwestern Provinces play a not-so-active role in organizing CPD among their teachers as this is left to the CPD coordinator who is one of the HODs.
 - In some big basic schools where there are more teacher group meetings, the school administration has provided a SIR book for each group.
 - The stability of the lesson study at upper basic school level has had a positive trickle-down effect on the lower sections of the same school Central province

- ii. Teachers' attendance to TGMs and Departmental meetings
 - Some headteachers and their teachers do not see anything worthwhile in attending the professional meetings in Copperbelt and Northwestern Provinces. They are just a routine.
 - TGMs have become monotonous in the sense that the things that are discussed are recycled.
 - Teachers on the PTDDL programme are more active in the TGMs
 - TGMs are more regular in CHANGES2 schools (Copperbelt)
 - Departmental CPD at College level being conducted with the help of the BESST project of VVOB.
 - The high school SPRINT that was recently introduced in the province is not well rooted in some cases. High school teachers still take attending CPD meetings as a sheer waste of time.
 - The cluster arrangement where teachers have to cover long distances to go and meet other teachers is a discouraging factor for the affected teachers.
 - Some teachers still demand to be paid for attending a teacher group meeting or a departmental meeting.

- iii. Evidence or indicators of Teacher professional growth
 - Low staffing in some departments in the high schools hampers the progress of school-based CPD
 - There is a very loose arrangement type of CPD among college lecturers in all the three districts.
 - Subject associations are involved in teacher professional development

- iv. Teacher professional support from INSET coordinators at various levels
 - While the SPRINT concept is existing in the Districts, some DEBS talked to were very conversant and actively involved in SPRINT, for other DEBS, SPRINT is largely an issue for the DRCC
 - The zone structure is not very active and does not come out prominently in championing the cause of CPD.
- v. Types of CPD activities that are being done in schools currently
 - The CHANGES2 designed activities are more prominent on the Copperbelt especially in basic schools.
 - Coming up with the rationale in a lesson plan is still a problem to most teachers. They fail to make a difference between objective and rationale.
 - Some teachers still have problems with harmonization of various terminologies in teacher development e.g CPD, TGM, SPRINT, etc.
- vi. Funding for school-based CPD
 - Funding for the INSET activities remains in the doldrums. The school managers do not have money for school-based workshops especially at basic school level. High school head teachers who receive funding still channel a larger portion of this money to sponsoring teachers for college-based in-service training.

6. RECOMMENDATIONS

- i. The Head teachers and deputy headteachers- both at high school and basic school need to be trained in management of INSET.
- ii. The school deputy headteachers should embrace school-based CPD as part of their key result areas as opposed to shifting the responsibility to a CPD coordinator who is an HOD.
- iii. The Zone structure needs to be strengthened in order to have a more effective and sustainable system – The ZEST must be strengthened and possibly modified to be all inclusive like is the case with the ZEST.
- iv. The DEBS office including the standards officers (who are the field workers) need to play an active role in teacher continuing development programmes in order for them to be up-to-date with all that is taking place in teacher continuing professional development.
- v. The Province should put in place a deliberate local policy to assist the teachers own bicycles or motorbikes to improve their movement especially in the cluster arrangement.
- vi. The position of the CPD coordinator at college level should be strengthened and his/her roles clearly spelt out so that they know what to do as CPD coordinators.

7. CONCLUSION

After the interaction with various people who are the stakeholders in teacher continuing professional development, the emerging picture is that the foundation laid through the SPRINT structures is in place. Teacher continuing professional development is not a new phenomenon let alone school-based. There is therefore, an entry point for lesson study to start especially when the recommendations that have come out are put in place

APPENDICES

Copperbelt Province General Education Data

NS	Districts	No of Zones	No of Basic	No of High	No of CEs
1	Ndola	9	52	11	
2	Luanshya	5	22	8	
3	Masaiti	8	8	3	
4	Mpongwe	7	7	2	
5	Mufulira	9	31	7	1
6	Kitwe	8	46	14	4
7	Kalulushi	10	29	4	
8	Lufwanyama	8	17	2	
9	Chingola	7	40	5	
10	Chililabombwe	1	27	3	
	Total	72	279	59	5

Northwestern Province General Education Data

NS	Districts	No of Zones	No of Basic	No of High	No of CEs
1	Solwezi	21	116	6	1
2	Kasempa	12	47	3	
3	Mufumbwe	8	32	1	
4	Kabompo	9	64	2	
5	Zambezi	12	60	3	
6	Chavuma	8	37	2	
7	Mwinilunga	14	69	6	
	Total	84	425	23	1

Central Province General Education Data

	Districts	No of Zones	No of Middle Basic (1-7)	No of Upper Basic (1-9)	No of High	No of CEs
1	Serenje	17	66	26	3	1
2	Mkushi	16		24	3	
3	Kapiri Mposhi	15	79	21	3	
4	Kabwe	7	3	29	11	1
5	Chibombo	19	52	62	5	
6	Mumbwa	15	88	48	4	
	Total	89		158	29	2

Northwestern Province staffing levels by qualifications

	Type of Qualification	Gender		Total
		Female	Male	
1	Masters Degree	1	7	8
2	Bachelor's Degree (Primary)	8	4	12
3	Bachelor's Degree	11	56	67
4	Diploma (Including Advanced Diploma)	295	682	977
5	Primary Teachers Certificate	1,163	1,562	2,725
	TOTAL	1,478	2,311	3,789

LIST OF PEOPLE WITH WHOM DISCUSSIONS WERE HELD IN THE 3 PROVINCES

s/n	NAME	S	POST	STATION	COMMENT
1	Hampondela F.C.	F	SESO (M)	PEO – Northwest	PEST
2	Mulenga S.	M	Accountant	PEO – Northwest	PEST
3	Kapyololo R.	M	PRCC -HS	PEO – Northwest	PEST
4	Yikona D	M	Head	Solwezi Tech	PEST
5	Mulenga	M	D. Head	Solwezi Tech	Sch Admin
6	Lindunda Z	F	Lecturer	Solwezi CE	PEST
7	Mutobo A.T.	M	Principal	Solwezi CE	PEST
8	Zulu G.K	F	SESO-PS	PEO – Northwest	PEST
9	Lingambe A.	M	SESO-NS	PEO – Northwest	PEST
10	Munkinyi F.	M	EO-TED	PEO – Northwest	PEST
11	Chisenga T.	F	PESO	PEO – Copperbelt	PEST
12	Mulenga	M	SESO-NS	PEO – Copperbelt	PEST
13	Musonda	M	SESO (M)	PEO – Copperbelt	PEST
14	V.C.	M	SESO-PS	PEO – Copperbelt	PEST
15	Chikalekale	F	DEBS	DEBS - Ndola	PEST
16	Tongela	M	Head	Head - Masaiti	PEST
17	Mwale K.K.	M	EO - TE	PEO – Copperbelt	PEST
18	Chisanga	M	PRCC -BS	PEO – Copperbelt	PEST
19	Chiwala J	F	PRCC -HS	PEO – Copperbelt	PEST
20	Mwandira F.	F	PRCC -HS	PEO – Copperbelt	PEST
21	Kunda C. S.	F	PRCC -BS	PEO – Copperbelt	PEST
22	Mwandobo B.K	M	Head	Mukinge Girls	Sch Admin
23	Mtonga D.G.	M	D. Head	Mukinge Girls	Sch Admin
24	Zimba	M	HOD	Mukinge Girls	Sch Admin
25	Sankalimba S	M	Head	Kasempa Basic	Sch Admin
26	Sosala G.	M	D. Head	Kasempa Basic	Sch Admin
27	Chungu	M	ZIC/Snr tcr	Kasempa Basic	-
28	Kasangili	M	SIC	Kasempa Basic	-
29	Maseka D	F	Ag DEBS	Mwinilunga	DEST
30	Wandi G	M	ESO GI	Mwinilunga	DEST
31	Phiri M	M	Accounts	Mwinilunga	DEST
32	Katoka	M	DRCC	Mwinilunga	DEST
33	Mugwagwa G.M.	M	Head	Mwinilunga H S	Sch Admin
34	Chilenga S.M.	F	D Head	Mwinilunga H.S	Sch Admin
35	Kabenga C.	M	HOD (PS)	Mwinilunga H.S.	Sch Admin
36	Tiza I.M.	M	HOD (M)	Mwinilunga H.S.	Sch Admin
37	Kapangila C.	M	HOD (NS)	Mwinilunga H.S	Sch Admin
38	Chikumbi R.	M	Head	Ikelenge H S	Sch Admin
39	Kafumbi M.	M	D. Head	Ikelenge H.S.	Sch Admin
40	Yukani Adama	M	VIP	Solwezi CE	College Admin
41	Waitolo J.M.	M	Head	Bulungu Upper Basic	Mumbwa District
42	Mulowa F.	F	Deputy Head	Bulungu Upper Basic	Mumbwa District
43	Bwalya E	M	SIC	Bulungu Upper Basic	Mumbwa District
44	Ndalama C.N.	M	Ag Head	Sanje Upper Basic	Mumbwa District
45	Banda C.	M	Ag D. Head	Sanje Upper Basic	Mumbwa District
46	Chisani H.S.	F	Snr Teacher	Sanje Upper Basic	Mumbwa District
47	Banda N.I.	F	Ag D. Head	Mamvule Basic	Mumbwa District
48	Siamwindi	F	ZIC	Mamvule Zone	Mumbwa District
49	Simwanga I	M	Head	Mwembezi Upper Basic	Mumbwa District
50	Munachilemba M	M	D. Head	Mwembezi Upper Basic	Mumbwa District
51	Banda J.	M	Facilitator	Mwembezi Upper Basic	Mumbwa District
52	Nkhoma I.A.	M	Head	Nampundwe Sch	Mumbwa District
53	Nambwele B.	F	Ag D. Head	NAMPUNDWE Sch	Mumbwa District

54	Chikalekale	F	DEBS	DEBS - Ndola	DEST
55	Pangani	F	DESO	DEBS - Ndola	DEST
56	Shakabonza	F	DRCC	DEBS - Ndola	DEST
57	Malama	M	Head	Basic Schs Rep	DEST
58	Silwamba	M	DPO	DEBS - Ndola	DEST
59	Miselo	M	Accountant	DEBS - Ndola	DEST
60	Kalumba	M	Asst DRCC	DEBS - Ndola	DEST
61	Mapande	F	Head	High Schs Rep	DEST
62	Mulenga	M	ESO - ODL	DEBS - Ndola	DEST
63	Mwila	M	DEBS	DEBS - Luanshya	DEST
64	Mwape	F	DESO	DEBS - Luanshya	DEST
65	Musongo	M	ESO - GI	DEBS - Luanshya	DEST
66	Maambo	M	DPO	DEBS - Luanshya	DEST
67	Maswana	F			DEST
68	Bwalya	M	Head	High Schs Rep	DEST
69	Muzenge R.M.	F	DEBS	Mpongwe DEBS	DEST
70	Mwaba Victor	M	DRCC	Mpongwe DEBS	DEST
71	Lupasha D	M	ESO - ODL	Mpongwe DEBS	DEST
72	Mulindwa	M	ESO - GI	Mpongwe DEBS	DEST
73	Musonda A	M	Accountant	Mpongwe DEBS	DEST
74	Mutanuka J	M	DBO Officer	Mpongwe DEBS	DEST
75	Mulola P	M	DPO	Mpongwe DEBS	DEST
76	Kalonde Z.	M	Asst DRCC	Mpongwe DEBS	DEST
77	Sikayamba	M	HRO	Mpongwe DEBS	DEST
78	Muakula M.	M	Head	Basic Schs rep	DEST
79	Mutepuka P.	M	Head	High Schs Rep	DEST
80	Mporokoso	M	DEBS	Mfulira DEBS	DEST
81	Fonseko J.S.	M	DESO	Mfulira DEBS	DEST
82	Musongole D. W.	F	ESO -GI	Mfulira DEBS	DEST
83	Nguni B.	M	ESO - Sp Ed	Mfulira DEBS	DEST
84	G. N. Neeta	M	DPO	Mfulira DEBS	DEST
85	B. Mulenga	M	HRO	Mfulira DEBS	DEST
86	Lukwesa	M	DRCC	Mfulira DEBS	DEST
87	Chisenga R.B.	M	DEBS	Chingola DEBS	DEST
88	Mubonde B.N.	M	DESO	Chingola DEBS	DEST
89	Musyani B.		ESO - General	Chingola DEBS	DEST
90	Mulenga P.		ESO - SP	Chingola DEBS	DEST
91	Ngolwe E		ESO - ODL	Chingola DEBS	DEST
92	Unene G.		DPO	Chingola DEBS	DEST
93	Ngonga E.M.	F	DRCC	Chingola DEBS	DEST
94	Chikampa S.K	F	DEBS	Chillabombwe DEBS	DEST
95	Mulenga P.		ESO - SP	Chillabombwe DEBS	DEST
96	Chibwe I.G.		ESO - ODL	Chillabombwe DEBS	DEST
97	Mpando E.C.C		DRCC	Chillabombwe DEBS	DEST
98	Kapambwe K.		Head	High Schs rep	DEST
99	S. Mwansa		DEBS	Kitwe DEBS	DEST
100	V.C. Mbulwe		DESO	Kitwe DEBS	DEST
101	C. Yalobi	M	DRCC	Kalulushi DEBS	DEST
102	M. Mukuka	F	A/DRCC	Kalulushi DEBS	DEST
103	O. M. Chibwe	M	DPO	Kalulushi DEBS	DEST
104	M.Z. Mutambo	F	HOD - NS		? DEST
105	L. Sicalwe	F	Head		? DEST
106	K. Kamalondo	M	Teacher		? DEST
107	Kangwa M. O	M	Accountant	Lufwanyama DEBS	DEST
108	Mulenga B	M	DRCC	Lufwanyama DEBS	DEST
109	Chilengwe G	M	DPO	Lufwanyama DEBS	DEST

110	Musonda O	M	HRO	Lufwanyama DEBS	DEST
111	Mulwe M.M.	F	Principal	Mufulira CE	
112	Chilekwa G.K. C.	F	A/ VIP	Mufulira CE	
113	M.C.M. Mwansa	F	A/HoS SSME	Mufulira CE	
114	G. Mwewa	M	HoS M/S	Mufulira CE	
115	F.K. Chama	M	A/ HoS - Tech	Mufulira CE	
116	S. Mulendema	M	A/ HoS L Lang	Mufulira CE	
117	N.K. Kalala	M	A/ HoS EA	Mufulira CE	
118	Chisala M.C.	M	V/Principal	Kitwe CE	
119	Lumbeta J.C.	M	A/HoS ED	Kitwe CE	
120	Banda J.J.	M	A/HoS CS	Kitwe CE	
121	Mukanga H.M.	M	A/HoS Techn	Kitwe CE	
122	Miti M.	M	HoS M/S	Kitwe CE	
123	Siame C.	M	HoS LLE	Kitwe CE	
124	Luhanga A.T.	M	SES	Kitwe CE	
125	Kashimu J.M.	M	Stores Officer	Kitwe CE	
126	Lupupa M.	M	V/Principal	Copperbelt CE	
127	Nyambe M.	M	HOD Maths	Copperbelt CE	
128	Casier H.	M	VVOB	Copperbelt CE	
129	Mwape W.	M	S.Lecturer (M)	Copperbelt CE	
130	Chikandi J.M.	F	HoD HE	Copperbelt CE	
131	Mukonde B.	M	HOD Science	Copperbelt CE	