


**RECORD OF DISCUSSIONS
BETWEEN
JAPAN TECHNICAL COOPERATION AGENCY
AND
THE AUTHORITIES CONCERNED OF THE GOVERNMENT OF THE
REPUBLIC OF ZAMBIA ON JAPANESE TECHNICAL COOPERATION FOR
SMASTE SCHOOL BASED CONTINUING PROFESSIONAL DEVELOPMENT
PROJECT PHASE II**

The Japan International Cooperation Agency (hereinafter referred to as "JICA") through its Resident Representative of JICA Zambia office exchanged views and had a series of discussions with the concerned authorities of the Government of the Republic of Zambia for the purpose of working out the details of the Japanese Technical Cooperation for the SMASTE School Based Continuing Professional Development Project Phase II (hereinafter referred to as "the Project"). Both sides also discussed desirable measures to be taken by JICA and the Government of Zambia for the successful implementation of the above-mentioned Project.

As a result of the discussions, JICA and the concerned authorities of the Government of Zambia agreed upon the matters referred to in the document attached hereto.

Lusaka, February 25th, 2008



Lillian E.L. Kapulu (Mrs.)
Permanent Secretary
Ministry of Education
The Republic of Zambia



Shiro Nabeya (Mr.)
Resident Representative
Japan International Cooperation Agency
Zambia Office
Japan

THE ATTACHED DOCUMENT

I. COOPERATION BETWEEN JICA AND THE GOVERNMENT OF THE REPUBLIC OF ZAMBIA

1. The Government of Zambia will implement the SMASTE School Based Continuing Professional Development (SBCPD) Project Phase II (hereinafter referred to as "the Project") in cooperation with the Government of Japan.
2. The Project aims to promote and reinforce the School Programme of In-service for the Term (SPRINT) through SBCPD of the Government of Zambia, in which planning and implementation are principally under the authority and responsibility of the Government of Zambia.
3. The Project will be implemented in accordance with the Master Plan which is given in Annex I.

II. MEASURES TO BE TAKEN BY THE GOVERNMENT OF JAPAN

In accordance with the laws and regulations in force in Japan, JICA will take, at its own expense, the following measures through JICA according to the normal procedures under the Technical Cooperation Scheme of Japan.

1. DISPATCH OF EXPERTS
JICA will provide the services of the Japanese and Third Country Experts as listed in Annex II.
2. PROVISION OF MACHINERY AND EQUIPMENT
JICA will provide such machinery, equipment and other materials (hereinafter referred to as "the Equipment") necessary for the implementation of the Project as listed in Annex III. The Equipment will become the property of the Government of Zambia upon being delivered C.I.F. (cost, insurance and freight) to the Zambian authorities concerned at the ports and/or airports of disembarkation.

3. TRAINING OF ZAMBIAN PERSONNEL IN JAPAN OR THIRD COUNTRIES
The Government of Japan will receive the Zambian personnel connected with the Project for technical training in Japan and Third Countries.

III. MEASURES TO BE TAKEN BY THE GOVERNMENT OF THE REPUBLIC OF ZAMBIA

1. The Government of Zambia will take necessary measures to ensure that the self-reliant operation of the Project will be sustained during and after the period of Japanese Technical Cooperation, through full and active involvement in the Project by all relevant authorities, beneficiary groups and institutions.
2. The Government of Zambia will ensure that the knowledge, skills and technologies acquired by the Zambian nationals as a result of Japanese Technical Cooperation will contribute to the economic and social development of Zambia.
3. The Government of Zambia will take necessary measures to ensure that the knowledge, skills and technology acquired by the Zambian personnel from technical training in Japan or third countries will be utilized effectively in the implementation of the Project and any other area in the Education Sector.
4. The Government of Zambia will grant in Zambia privileges, exemptions and benefits as listed in Annex IV and will grant privileges, exemptions and benefits no less favourable than those granted to experts of Third Countries or international organizations performing similar missions to the Japanese experts and their families referred to in II-1 above.
5. The Government of Zambia will ensure that the Equipment referred to in II-2 above will be utilized effectively for the implementation of the Project in consultation with the Japanese experts referred to in Annex II.
6. In accordance with the laws and regulations in force in the Republic of Zambia, the Government of Zambia will take necessary measures to provide at its own expense:

- 6.1 Services of the Zambian counterpart personnel and administrative personnel as listed in Annex V;
 - 6.2 Land, buildings and facilities as stated in Annex VII; and
 - 6.3 Maintenance of machinery, equipment, instruments, vehicles, tools, spare parts and any other materials necessary for the implementation of the Project other than the Equipment provided through JICA under II-2 above.
7. In accordance with the laws and regulations in force in the Republic of Zambia, the GRZ will take necessary measures to meet:
- 7.1 Expenses necessary for transportation within the Republic of Zambia of the Equipment referred to in II-2 above as well as for the installation, operation and maintenance thereof;
 - 7.2 Customs duties, internal taxes and any other charges, imposed in the Republic of Zambia on the Equipment referred to in II-2 above ; and
 - 7.3 Running expenses including subsistence allowances necessary for the implementation of the Project for its Zambian personnel

IV. ADMINISTRATION OF THE PROJECT

1. The organization responsible for the Project will be the Ministry of Education through the Permanent Secretary (hereinafter referred to as "MoE")
2. The Director of Planning and Information, MoE, as the Project Director, will bear overall responsibility for the policy and coordination of the Project. .
3. The Director of Teacher Education and Specialized Services, MoE, as the National Project Manager, will be responsible for the managerial and technical matters of the Project in the respective provinces.

4. The Chief Education Officer, Teacher Education, Directorate of Teacher Education and Specialized Services, MoE, as the National Project Coordinator, will be responsible for the coordination of the Project between the MoE and Provincial Education Offices.
5. The Principal Education Officer, Teacher Education – In-Service Training (INSET), Directorate of Teacher Education and Specialized Services, MoE, will be responsible for the administration and implementation of the project at National Level.
6. The Provincial Education Officers in the target provinces, as the Provincial Project Managers, will be responsible for the implementation of the project in their respective provinces.
7. The Senior Education Standards Officers (Natural Sciences) in the target provinces, as Provincial Project Coordinators, will be responsible for the coordination of the project in their respective provinces.
8. The Japanese Expert will provide necessary technical advice to the Zambian counterparts and administrative personnel on any matters pertaining to the implementation of the Project.
9. The Japanese and Third Country Experts will give necessary technical guidance and advice to the Zambian counterpart personnel on technical matters pertaining to the implementation of the Project.
10. For the effective and successful implementation of technical cooperation for the Project, the National Education Support Team (NEST) Administrative Committee on SMASTE School-based Continuing Professional Development (SBCPD), NEST Technical Sub-Committee on SMASTE School-based CPD, Provincial Education Support Team(s), and District Education Support Team(s) will operate as coordination and implementation teams at each level whose functions and composition are described in Annex VI.



V. JOINT EVALUATION

Evaluation of the Project will be conducted jointly by JICA and the Zambian authorities concerned, at the middle and during the last six months of the cooperation term in order to examine the level of achievement.

VI. CLAIMS AGAINST EXPERTS

The Government of Zambia undertakes to bear claims, if any arises, against the Japanese and Third Country Experts engaged in technical cooperation for the Project resulting from, occurring in the course of, or otherwise connected with the discharge of their official functions in the Republic of Zambia except for those arising from the wilful misconduct or gross negligence of the Japanese and Third Country Experts.

VII. MUTUAL CONSULTATION

There will be mutual consultation between JICA and the Government of Zambia on any major issues arising from, or in connection with this Document.

VIII. MEASURES TO PROMOTE UNDERSTANDING AND SUPPORT FOR THE PROJECT

For the purpose of promoting understanding and support for the Project among the people of Zambia, the Ministry of Education will take appropriate measures to make the Project widely known to the people of the Republic of Zambia.

IX. TERM OF COOPERATION

The duration of the Technical Cooperation for the Project under this document will be three (3) years from February 26, 2008 until February 25, 2011.

ANNEX I	MASTER PLAN
ANNEX II	LIST OF EXPERTS
ANNEX III	LIST OF MACHINERY AND EQUIPMENT
ANNEX IV	PRIVILEGES, EXEMPTIONS AND BENEFITS FOR JAPANESE EXPERTS
ANNEX V	LIST OF ZAMBIAN CONTERPART AND ADMINISTRATIVE PERSONNEL
ANNEX VI	LIST OF NEST ADMINISTRATIVE COMMITTEE, NEST TECHNICAL SUB-COMMITTEE, PEST AND DEST
ANNEX VII	LIST OF LAND, BUILDINGS AND FACILITIES

ANNEX I MASTER PLAN

1. Overall Goal

Sustainable School Based Continuing Professional Development (SBCPD) through Lesson Study is extended to the rest of the country.

2. Project Purpose

Teaching/learning activities in the classroom are improved through lesson study in three target provinces.

3. Outputs of the Project

- 3.1. Lesson study activities in science are introduced to schools at Grades 8 to 12 in North-western Province and Copperbelt Province.
- 3.2. Lesson study is strengthened in Central Province.
- 3.3. Lesson Study framework is integrated into Grades 1-7 SB CPD based on the experience on Grades 8-12 of Central Province.
- 3.4. Teaching Skills Book is developed based on the experiences of the three target provinces.
- 3.5. Management Skills Book on SBCPD for school managers is developed based on the experiences of the three target provinces.
- 3.6. Monitoring of SBCPD is improved in the target provinces.

4. Activities of the Project

Activity 1

- 1-1. Review the School-based CPD of SPRINT-CPD.
- 1-2. Develop the strategy for scaling of SBCPD within the provinces.
- 1-3. Conduct needs assessment.
- 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.



Activity 2

- 2-1. Conduct needs assessment (including identification of the resource persons of other subjects for FWs).
- 2-2. Conduct the orientation meeting for PEST.
- 2-3. Conduct meetings among DESTs and PESTs.
- 2-4. Conduct Stakeholders Workshop at district level.
- 2-5. Conduct Facilitators Workshop.
- 2-6. Conduct training of District 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 technical assistance to Copperbelt and North-western Province.
- 2-11. Develop the monitoring and lesson assessment format for subjects other than Science.

Activity 3

- 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 at district level.
- 3-4. Conduct Facilitators Workshops.
- 3-5. Conduct lesson study activities as school-based CPD at school/cluster level.

Activity 4

- 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 Book for the target provinces.

Activity 5

- 5-1. Identify and select suitable content for the Management Skills Book.
- 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.

Activity 6

- 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 on lesson study implementation.

(74)

ANNEX II
LIST OF EXPERTS

1. Long-term Expert

One (1) Japanese Long-term Expert in the field of Lesson Study and INSET Management.

2. Short-term Experts

Third Country Short-term experts will be dispatched, when necessity arises.

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ANNEX III
LIST OF MACHINERY AND EQUIPMENT

JICA will provide the following equipment and materials necessary for the implementation of the Project. They will be provided during the first year of the Project.

1. Vehicles - Two (2)
2. Computers - Four (4)
3. Printers -Four (4)
4. Projectors - Four (4)

Note 1: The vehicle which was provided during the Project Phase I shall be also utilized in Phase II.

Note2: Regarding other equipment and materials, their contents, specifications and quantity are to be determined between JICA and MoE based on the annual work plan of the Project, within the limit of the allocated annual budget.

ANNEX IV
PRIVILEGES, EXEMPTIONS AND BENEFITS FOR EXPERTS

In accordance with the laws and regulations in the Republic of Zambia, the Government of Zambia will grant the following:

1. To exempt from income tax and other charges of any kind imposed on or in connection with the living allowances remitted from abroad for the Japanese and Third Country Experts.
2. To exempt from income tax, import duties and any other charges imposed on personal household effects of the Japanese and Third Country Experts, and their families, including one motor vehicle per expert.
3. To use all its available means to provide medical and other necessary assistance to the Japanese and Third Country Experts, and their families.
4. To issue, upon application, entry and exit visas for the Japanese and Third Country Experts, and their families free of charge.
5. To issue identification cards to the Japanese and Third Country Experts, and their families and to secure the cooperation of all governmental organizations necessary for the performance of the duties of the experts.
6. To exempt from customs duties for import and export of machinery and equipment by the Japanese and Third Country experts in connection with the Project activities.

ANNEX V

LIST OF ZAMBIAN COUNTERPARTS AND ADMINISTRATIVE PERSONNEL

1. Project Director – The Director of Planning and Information, MOE
2. Project Manager(s)
 - a. Nation - The Director of Teacher Education and Specialized Services, MOE
 - b. Province - Provincial Education Officer (Target Provinces)
3. Project Coordinator(s)
 - a. Nation - The Chief Education Officer, Teacher Education, Directorate of Teacher Education and Specialized Services
 - b. Province - The Senior Education Standards Officer - Natural Sciences (Target Provinces)
4. Administration and Implementation of the project
 - a. Nation - The Principal Education Officer, Teacher Education (INSET), Directorate of Teacher Education and Specialized Services
 - b. Province - Education Officer, Teacher Education (Target Province)
5. Secretarial and Documentation
National Junior Engineers, Technicians and Scientists (JETS) Secretariat to undertake the Secretarial work and documentations to do with the Project

Note: Other personnel to be mutually agreed upon as necessary.



ANNEX VI-1
NATIONAL EDUCATION SUPPORT TEAM (NEST)* ADMINISTRATIVE
COMMITTEE ON SMASTE SCHOOL-BASED CPD

The NEST Administrative Committee shall meet at least once a year.

1. Functions

- a) To approve the Annual Work plan and Budget of the Project
- b) To review the overall progress and annual expenditure of the Project
- c) To review and exchange views on major issues related to the Project.

2. Chairperson: The Permanent Secretary, MOE

3. Membership

Zambian Side

- The Director of Planning and Information, MOE
- The Director of Teacher Education and Specialized Services, MOE
- The Director of Standards and Curriculum, MOE
- The Director of Distance Education, MOE
- The Director of Human Resource and Administration, MOE
- Chief Education Officer, Teacher Education, Directorate of Teacher Education and Specialized Services, MOE
- The Provincial Education Officer, Central Province, MOE
- The Provincial Education Officer North-western Province, MOE
- The Provincial Education Officer Copperbelt Province, MOE

Japanese Side

- JICA Resident Representative
- JICA Long-term Expert

Note:

- 1) Officials of the Embassy of Japan may attend the NEST Administrative Committee meetings as observers.
- 2) Other persons who are invited by the Chairperson may attend the NEST Administrative Committee meetings.

* NEST is an existing structure within the MoE at national level that is composed of the representatives of directorates. NEST will be in charge of coordinating all existing projects/programme under the framework of SPRINT-CPD programme.



ANNEX VI-2

NATIONAL EDUCATION SUPPORT TEAM (NEST) TECHNICAL SUB-COMMITTEE ON SMASTE SCHOOL-BASED CPD: National Coordination Team

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

1. Functions

- a) Undertake 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
- 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
- The Chief Educational Officer – Directorate of Planning and Information, MOE
- The Chief Human Resource Officer - Directorate of Human Resource and Administration, MOE
- Deputy JETS/SMASTE Secretary

Provinces (three target provinces)

- Principal Education Standards Officer
- The Principal - Colleges
- Senior Education Standards Officer (Natural Science)
- Education Officer, Teacher Education

Japanese side

- JICA Long-term Expert
- Representative from JICA Zambia Office

* PEST, DEST and ZEST: As NEST, these are existing structures within the MoE at provincial, district and zonal level that are composed of the representatives of directorates.

72

ANNEX VI-3
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)
- Principals of Colleges of Education
- Education Officer, Teacher Education
- Senior Planning Officer
- Subject Coordinators for Basic School: PRC**
- Subject Coordinators for High School: PRC**
- Representative of DEBSs: DEBS office
- Representatives of Headteachers: 1 High School and 1 Basic 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 two from Heads Associations (one from High School and one from Basic School)



ANNEX VI-4

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 may be modified as necessary during the project implementation.

ANNEX VII
LIST OF LAND, BUILDINGS AND FACILITIES

1. Lands, buildings and facilities necessary for the implementation of the project.
2. Rooms or space necessary for installation and storage of the Equipment.
3. Office space and necessary facilities for the Japanese Expert in Provincial Education Office in Central Province and Ministry of Education (Headquarters).
4. Other necessary land, buildings and facilities mutually agreed upon.

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**MINUTES OF MEETING
BETWEEN
JAPAN INTERNATIONAL COOPERATION AGENCY
AND
THE AUTHORITIES CONCERNED OF THE GOVERNMENT OF
THE REPUBLIC OF ZAMBIA
ON
JAPANESE TECHNICAL COOPERATION
FOR
SMASTE SCHOOL BASED CONTINUING PROFESSIONAL DEVELOPMENT
PROJECT PHASE II**

The Japan International Cooperation Agency (hereinafter referred to as “JICA”) through its Resident Representative of JICA Zambia office, signed the Record of Discussions (hereinafter referred to as “the R/D”) on technical cooperation concerning the SMASTE School Based CPD Project Phase II (hereinafter referred to as “the Project”).

In order to complement the R/D, the contents consented by both sides are recorded as document attached hereto.

Lusaka, February 25th, 2008



Lillian E.L. Kapulu (Mrs)
Permanent Secretary
Ministry of Education
The Republic of Zambia



Shiro Nabeya (Mr)
Resident Representative
Japan International Cooperation Agency
Zambia Office
Japan

I. COST SHARING OF THE PROJECT

During the Preparatory Study, both JICA and the Government of Zambia agreed on sharing of the costs of the Project. JICA will provide technical expertise through the provision of a Technical Advisor, Third Country Experts, training outside the country, and specified equipment and materials. The Zambian side, on the other hand, will provide the human, financial and other resources for implementing the project activities. The details are as shown below:

Japanese side

- Dispatch of long-term expert: 1 Technical Advisor (Management of SBCPD 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 and materials
- Local costs for the experts
- Costs of local expertise when necessary (e.g. for in-country training).

Zambian side

- Services of counterpart personnel
- Office facilities (at Headquarters and in targeted provinces) and running costs including subsistence allowances for counterparts and personnel involved in the Project
- 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 North-Western Province and Copperbelt Province will be used among others, for the logistics of technical assistance to be provided by Central Province, and for counterparts and personnel involved in the Project within the country.

72

II. TARGET SUBJECT(S) IN CENTRAL PROVINCE

The target subjects of the Project in Central province were discussed and agreed by both sides to be Science as a base then Mathematics, Technology and any other subjects to be determined during the technical survey on project inception. However the details and approaches, of topics /themes of lesson study will be determined during the Technical survey according to the needs of teachers and schools. The degree of the implementation of lesson study activities at school level will be measured by the number of schools and number of the participating teachers.

- Grade 1-7 (Lower and Middle Basic Level): e.g. Science, Mathematics, English and Social Science
- Grade 8-9 (Upper Basic Level): e.g. Environmental Science, Mathematics, English and Social Science
- Grade 10-12 (High School Level): e.g. Sciences (Natural Science, Physics, Chemistry and Biology), Mathematics and English

Although the Project is responsible for the aforementioned subjects, the initiatives of the schools introducing and implementing the lesson study activities in other subjects will not be excluded.

III. TARGET SUBJECT(S) IN COPPERBELT AND NORTHWESTERN PROVINCE

The target subjects in the two provinces will be Science subjects

ATTACHED DOCUMENTS

I. PROJECT DESIGN MATRIX

The Project Design Matrix (hereinafter referred to as “PDM”), shown in ANNEX I, was elaborated through discussions between JICA and the authorities concerned of the GRZ. Both sides agreed to recognize PDM as an implementation tool for project management, and the basis for monitoring and evaluation of the Project. The PDM will be utilized by both sides throughout the implementation of the Project. PDM is characterized by the following:

- I-I PDM is a logically designed matrix which defines the initial understanding of the framework for the Project and indicates the logical steps towards the achievement of the Project Purpose.
- I-II PDM is to be flexibly developed according to the progress and achievement of the Project, upon agreement between the Zambian and Japanese sides.
- I-III It is also used as a reference for monitoring and evaluating the projects.

II. PLAN OF OPERATION

The Plan of Operation (hereinafter referred to as “PO”), shown in ANNEX II, has been formulated by the Zambian Counterparts during the Strategizing Workshop on 10-13 December 2007. The activities are subject to change within the scope of the Record of Discussions when necessary arises in the course of the Project implementation.

III. ORGANIZATION CHART OF THE PROJECT

With reference to Article IV of the Record of Discussion, both JICA and the Government of Zambia agreed that under the overall responsibility of the Permanent Secretary, Ministry of Education, the coordination, administration and implementation of the project will be carried out through mutual consultation by both the Zambian side and the Japanese side. The Organization Chart of the Project is given in ANNEX III.

IV. PROJECT CONCEPT DIAGRAM

The Project Concept Diagram, shown in ANNEX IV, conceptualizes the Project.

- ANNEX I: PROJECT DESIGN MATRIX
- ANNEX II: PLAN OF OPERATION
- ANNEX III: ORGANIZATION CHART OF THE PROJECT
- ANNEX IV: PROJECT CONCEPT DIAGRAM

ANNEX 1 : Project Design Matrix

Name of the Project: SMASTE School-Based CPD Phase 2

Executing Bodies: Ministry of Education and JICA

Target Area: Central Province, Copperbelt Province and Northwestern Province

Target Group: Science teachers for Grades 8-12 in Copperbelt Province and Northwestern Province

Teachers for Grades 1-12 in Central Province

Duration of the Project: Feb 2008 - Feb 2011

Version No.: PDM_0

Date: 30 January 2008

Narrative Summary	Objectively verifiable Indicators	Means of Verification	Important Assumptions
<p>Overall Goal Sustainable School Based Continuing Professional Development (SBCPD) through Lesson Study is extended 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) 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.</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 (target figure: 70%). 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.</p>	<p>1-1. Monitoring reports from schools. 1-2. Plan on School-based CPD from schools. 1-3. Attendance records on SW/FWs.</p>	
<p>2. Lesson study is strengthened in Central Province.</p>	<p>Coverage 2-1. No. and percentage of schools conducting lesson study activities (target figure: 70%). 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>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.</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)</p>	
<p>4. Teaching Skills Book is developed based on the experiences of the three target provinces.</p>	<p>4-1. Availability of teaching skills book.</p>	<p>4-1. Approved teaching skills book</p>	
<p>5. Management skills book on SBCPD for school managers is developed based on the experiences of the three target provinces.</p>	<p>5-1. Availability of management skills book.</p>	<p>5-1. Approved management skills book</p>	

73

<p>6. Monitoring of SBPCPD is improved in the target provinces.</p>	<p>6-1. The number of monitoring by external supervisions (NEST, PEST, DEST) 6-1. Monitoring report by external supervisors and teachers) 6-2. The number of monitoring by implementers (school managers, facilitators 6-2. Monitoring report from schools. 6-3. Numbers of achieved activities. 6-4. My Monitoring Book (Grades 1-9). 6-5. Developed common format for monitoring</p>	<p>6-1. The number of monitoring by external supervisions (NEST, PEST, DEST) 6-1. Monitoring report by external supervisors and teachers) 6-2. The number of monitoring by implementers (school managers, facilitators 6-2. Monitoring report from schools. 6-3. Numbers of achieved activities. 6-4. My Monitoring Book (Grades 1-9). 6-5. Developed common format for monitoring</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 SBPCPD 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 identify 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>Japanese side</p> <ul style="list-style-type: none"> • Dispatch of long-term expert: 1 Technical Advisor (Management of SBPCPD 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. 	<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.

12

ANNEX II

Plan of Operation FY 2008
 Project Title SMAASTE Science CPD Project
 Budget/Scale

Project Activities	2008	Jan	Feb	Mar	Apr	May	Jun	July	Aug	Sep	Oct	Nov	Dec
A. North Western & Copper Belt Provinces													
1. Lesson study activities in science are introduced to schools at Grade 8-12 in Northwestern and Copperbelt Province.													
1-0-1. Conduct Orientation Workshops for PEST members	1 week												
1-0-2. Orientation of DEST members	1 week												
1-0-3. Conduct technical survey (baseline survey)	3 months												
1-5. Identification of Facilitators	1 week												
1-5. Training for facilitators													
1-6. Preparation of Training of Facilitators/Education Managers on how to conduct Lesson Study.	2 weeks												
1-6. Conduct Training of Facilitators/Education Managers on how to conduct Lesson Study.	month before holiday												
1-6. Preparation for Stakeholders Workshop.	1 month before every sch. Holiday												
1-6. Conduct Stakeholders Workshop.													
1-7. Conduct Facilitator's Workshops													
1-8. Implementation of SBPCPD lesson study activities in Schools.	every sch. Term												
1-9. Monitoring implementation of Lesson Study activities	beginning April												
1-10. Conduct colleges orientation meetings.	every sch. holiday												
1-11. Training of facilitators/ education managers on the use of the monitoring tools.	2 days												
B. Central Province													
2. Strengthening of Lesson Study (8-12)													
2-1. Conduct needs assessment (including identify the resource persons of other subjects for FWs).													
2-2. Conduct the orientation meeting for PEST.													
2-3. Conduct training for DEST.													
2-4. Conduct Stakeholders Workshop at district level													
2-5. Conduct Facilitators Workshop: Local trainings for HOD for identified subjects, DRCC, Education Managers and college lectures.													
2-6. Conduct trainings for District Facilitators.	3 x 3days												
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 technical assistance to Copperbelt and Northwestern Province.	Throughout												

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<p>A. North Western & Copper Belt Provinces 1. Lesson study activities in science are introduced to schools at Grade 8-12 in Northwestern and Copperbelt Province. 1-5. Training of Facilitators</p>	3 sessions																																		
<p>1-6. Preparation for the Stakeholders Workshops.</p>	9 months																																		
<p>1-6. Conduct Stakeholders Workshops</p>	3 x 3days																																		
<p>1-7. Preparation for Facilitators Workshops</p>	1 month																																		
<p>1-7. Conduct Facilitators Workshops</p>																																			
<p>1-8. Implementation of SBCPD Lesson Study activities in Schools</p>	9 months																																		
<p>1-9. Monitoring implementation of Lesson Study activities</p>	12 months																																		
<p>B. Central Province</p>																																			
<p>2. Strengthening of Lesson Study (8-12)</p>																																			
<p>2-4. Conduct 7th, 8th, 9th Stakeholders Workshop at district level.</p>	3 x 3days																																		
<p>2-5. Conduct Facilitators Workshops - Local trainings for HOD for identified subjects, DRCC, Education Managers and college lecturers</p>	3 x 3days																																		
<p>2-6. Conduct trainings for District Facilitators.</p>	3 x 3days																																		
<p>2-7. Identify some facilitators as potential national trainers.</p>	12 months																																		
<p>2-8. Strengthen the capacity of selected facilitators as national trainers.</p>	3 days																																		

	Jan	Feb	Mar	Apr	May	Jun	July	Aug	Sep	Oct	Nov	Dec
5. Development of Management Skills Book												
5-1. Review of selected content for the management skills book (manual).												
5-4. Produce the 3rd edition management skills book.												
5-5. Conduct training for Education Managers on effective management of school-based CPD.												
5-6. Conduct dissemination workshop on the use of the management skills book for the target provinces.												
6. Improve Monitoring SBCPD in all the Provinces												
6-1. Review of monitoring instruments for effective school monitoring.												
6-2. Conduct monitoring by the team spear-headed by standard officers.												
6-5. Strengthen the use of the monitoring instruments and implementation reports.												
6-6. Implement a common format for summary reports.												

Plan of Operation FY 2011

Project Title: SMASTE Science CPD Project

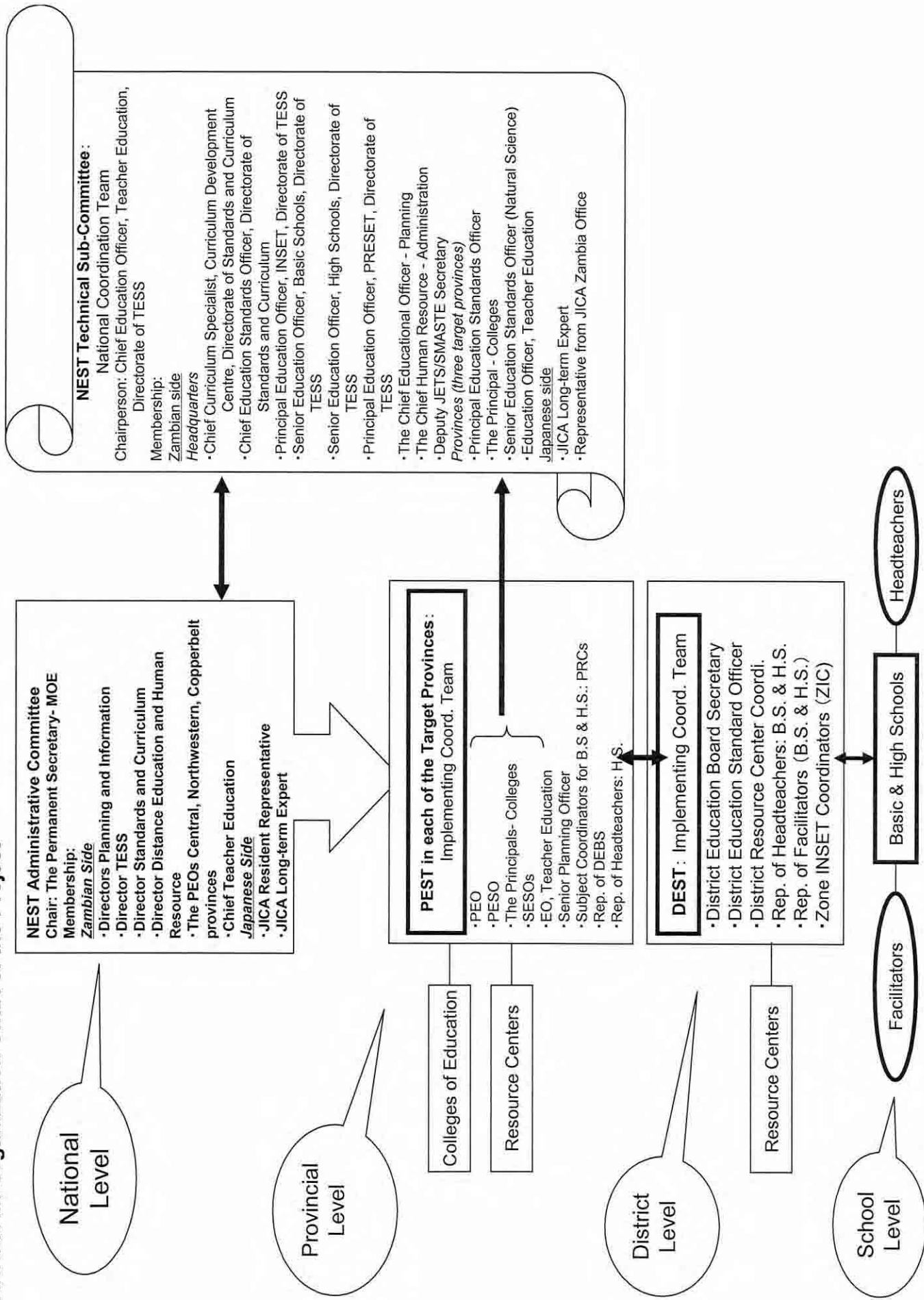
Budget Scale:

	2011	Jan	Feb	Mar	Apr	May	Jun	July	Aug	Sep	Oct	Nov	Dec
Project Activities													
A. North Western & Copper Belt Provinces													
1. Lesson study activities in science are introduced to schools at Grade 8-12 in Northwestern and Copperbelt Province.													
1-5. Training of Facilitators	3 sessions												
1-6. Preparation for the Stakeholders Workshops.	9 months												
1-6. Conduct Stakeholders Workshops	3 x 3days												
1-7. Preparation for Facilitators Workshops.	1 month												
1-7. Conduct for Facilitators Workshops.													
1-8. Implementation of SBCPD Lesson Study activities in Schools	9 months												
1-9. Monitoring implementation of Lesson Study activities	12 months												
B. Central Province													
2. Strengthening of Lesson Study (8-12)													
2-4. Conduct Stakeholders Workshop at district level.	3 x 3days												
2-5. Conduct Facilitators Workshops - Local trainings for HOD for identified subjects, DRCC, Education Managers and college lectures	3 x 3days												
2-6. Conduct trainings for District Facilitators.	3 x 3days												
2-7. Identify some facilitators as potential national trainers.	12 months												
2-8. Strengthen the capacity of selected facilitators as national trainers.	3 days												
2-9. Conduct lesson study activities as school-based CPD at school/cluster level.	9 months												
2-10. Provide the technical assistance to Copperbelt and Northwestern Province.	12 months												

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75

ANNEX III: Organization Chart of the Project



12

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ANNEX IV: SMASTE- SBCPD Phase 2 Project Concept Diagram

