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1. 簡易調查報告書（英語）
  - (1) 簡易調查報告書要約（添付資料：質問用紙）

**MINISTRY OF EDUCATION**

**TEACHER EDUCATION SECTION**

**RAPID APPRAISAL FOR THE ROLL OUT OF  
SCHOOL-BASED CONTINUING PROFESSIONAL  
DEVELOPMENT THROUGH LESSON STUDY – 28<sup>TH</sup>  
NOVEMBER TO 5<sup>TH</sup> DECEMBER 2010**

Summary Report

**PREPARED BY:**

*Gibson Chola*

*Senior Education Officer – High School*

**December 2010**

## 1. INTRODUCTION

The major thrust for Strengthening Mathematics, Science and Technology Education (SMASTE) School-Based Continuing Professional Development (SBCPD) Phase I (2005 - 2007) in Central Province was to 'improve the teaching and learning of science through Lesson Study at Grade 8 to 12 levels'. The experiences and successes gained in Phase I helped to expand the project to Copperbelt and North-Western provinces in 2008.

As part of the preparation for the expansion of the project to the remaining six provinces, a Rapid Appraisal was conducted in order to assess the preparedness of the Provinces to implement the Lesson Study Approach. The data collected from this activity will be used in the development of 'Operational Plans' and in the preparation of the project document for the target provinces.

## 2. OBJECTIVE

The objective of the Appraisal was to assess the prevailing situation of the school-based professional development activities in the target provinces. The purpose of this was to establish the existence of a basic SPRINT foundation which would form the entry point for the introduction of lesson study as an intervention into school-based teacher professional development using the existing SPRINT framework.

## 3. TARGET GROUP

The target group for the rapid appraisal were the Education Support Teams at Provincial (PEST), District (DEST), Zone (ZEST) and School Levels (Basic, High and Secondary) as School INSET Coordinators (SIC) and High School INSET Coordinators (HIC) including Colleges of Education.

## 4. TEAM MEMBERS

The team comprised the following:

Province Visited	Name	Position
Eastern & Lusaka	Mr. Allan Lingambe	PESO-North Western Province
	Ms. Rebecca M. Twelasi	JETS/SMASTE- SBCPD Secretary
Luapula	Mr. James Silwimba	A/Director- ESS
	Ms. Enita Hamatumbika	PESO-Copperbelt Province
	Mr. Richard Singoyi	PRCC- Basic Schs: Kabwe
Northern	Mr. Gibson B. Chola	SEO-High: MoE Hq
	Ms. Esther G. Kazeze	A/EO-TE: Central Province
Southern	Ms. Esvah Chizambe	PEO –INSET: MoE Hq
	Mr. Rodgers Kapyololo	EO-TE: North Western Province
	Ms. Asami Shimoda	JICA -Technical Adviser
Western	Mr. Lackson M. Malambo	SEO-Colleges: MoE Hq
	Mr. Martin Simatende	PESO-Central Province
	Mr. Charles A. Chisanga	EO-TE: Copperbelt

## 5. METHODOLOGY

The team conducted mainly group discussions and interviews using the questionnaires sent to the provinces in advance.

### Institutions Visited:

Province	Districts	Zones	Basic Schools	High Schools	Colleges
Eastern	3	-	3	3	1
Lusaka	2	2	2	2	-
Western	3	-	2	2	1
Luapula	5	5	6	2	1
Northern	6	2	2	3	1
Southern	4	4	3	2	1

## 6. SELECTED DISTRICTS (CLARIFICATION) – JUSTIFICATION

The following were selected as pilot districts for rolling out the Lesson Study Approach in the remaining six provinces;

Province	Name of District	Justification
Eastern	Chipata	Urban district with no staffing challenges, relatively good facilities and will act as a control district.
	Lundazi	Low performing district in the province.
	Chadiza	Rural district with geographical challenges, poor staffing and fewer facilities.
	Petauke	Peri-urban district with average staffing and where a number of innovations are initiated.
Lusaka	Lusaka	Lusaka province chose all 4 districts. Because all the schools in Lusaka district are very close to each other and monitoring will be easy. Luangwa is the smallest district with only 14 Basic schools and 3 High schools. This proximity will make monitoring easier as the office has the capacity.
	Chongwe	
	Kafue	
	Luangwa	
Luapula	Mansa	<ul style="list-style-type: none"> <li>Geographical location of districts that is easy to access from PEO office.</li> <li>Districts that have a higher number of high Schools.</li> <li>Districts where School based CPD is operational and active.</li> <li>Districts where schools are receiving support towards the implementation of school based CPD activities from their head teachers.</li> </ul> <p>In general terms factors, that will make it easy to Pilot the programme were considered.</p>
	Mwense	
	Kabwambwa	
	Nchelenge	
	Samfya	
Northern	Kasama	<ul style="list-style-type: none"> <li>Peri-urban district with relatively good facilities and will act as a control district.</li> <li>It has average staffing and it is also where a number of innovations are initiated.</li> </ul>

		<ul style="list-style-type: none"> <li>Geographical location of districts makes it easy to access from PEO.</li> </ul>
	Mungwi	<ul style="list-style-type: none"> <li>Their proximity to and accessibility from Kasama which will make it easy for the PEST to coordinate the programme during the pilot phase.</li> <li>Luwingu, Mungwi, Nakonde, Chinsali and Mpika are vast, mostly rural districts with geographical challenges, poor staffing and fewer facilities.</li> <li>Most of these districts have been receiving support from cooperating partners such as USAID in ‘Learner Centred Strategies’ in Science Teaching (Demo Science Lessons) and VVOB</li> </ul>
	Luwingu	
	Nakonde	
	Chinsali	
	Mpika	
Southern	Livingstone	<p>Presence of a college of education which will participate in SBCPD Because of its proximity to P.E.O.s office it will be cheaper for the office to monitor the activities and use the lessons learnt to strengthen SBCPD activities in other districts The presence of a provincial teachers resource centre</p>
	Kalomo	It is vast and mostly rural and has not received much support from cooperating partners
	Choma	<p>The presence of a provincial teachers resource centre which will provide support for SBCPD activities It is the biggest district in terms of number of schools</p>
	Namwala	<ul style="list-style-type: none"> <li>Poor performance of pupils in public examinations</li> <li>High rates of pregnancies and absenteeism</li> <li>All schools in Namwala are rural, in Itezhi Tezhi are rural and remote.</li> <li>Not received much support from other initiatives</li> </ul>
	Itezhi Tezhi	
Western	Mongu	<ul style="list-style-type: none"> <li>According to the PEST, these districts were selected because they are accessible from Mongu by better roads and are not cut off by flooding during certain periods of the year.</li> <li>These districts are also nearer to Mongu for easier coordination by the PEST during the pilot phase.</li> </ul>
	Senanga	
	Kaoma	

## 7. Statistics

Province	Eastern	Lusaka	Luapula *	Northern *	Southern *	Western
# of High School	<b>13</b>	<b>26</b>	<b>14</b>	<b>27</b>	<b>22</b>	<b>19</b>
# of Secondary School	<b>35</b>	<b>06</b>	<b>10</b>	<b>07</b>	<b>37</b>	<b>05</b>
# of Upper Basic School	<b>305</b>	<b>196</b>	<b>150</b>	<b>211</b>	<b>240</b>	<b>274</b>
# of teachers Science	<b>310</b>	<b>158</b>	<b>76</b>	<b>188</b>	<b>384</b>	<b>122</b>

\*In some districts, information has neither been submitted nor completed .

**8. Current SPRINT School-Based CPD Situation, Challenges and Recommendation**  
**8.1 Common issues among 6 provinces**

S/No.	Current Situation	Recommendation
1.	Overall, a concept of SPRINT exists in all provinces	Use the existing concept of SPRINT, to introduce and anchor Lesson Study practice.
2.	Documented evidence of SBPCPD activities is lacking	Roll out should focus on improving record keeping.
3.	Science teaching is mainly theoretical	Need to build/rehabilitate and equip science labs as well as implement fast track training for science teachers.
4.	Disruption of Third Term CPD activities due to national examinations and residential schools for teachers on Distance Learning.	Design a workable programme for implementing CPD activities in the Third Term.
5.	Weak collaboration among different levels of Institutions	Sensitisation meetings during the roll out to the remaining provinces should focus in greater detail on strengthening collaboration among institutions.

**8.2 Outstanding issues by province**

Province	Current Situation	Challenges	Recommendation
Eastern	There is a strong foundation of SPRINT and the concept of Lesson Study is already being practised in the province	There are some misconceptions or misunderstandings of the lesson study approach by teachers.	Sensitization during the rolling out of Lesson Study should use existing concept of SPRINT, to clear misconceptions and consolidate Lesson Study practice. Using the existing concept of SPRINT split and corrects the concept of Lesson study to make it effective practice.
Lusaka	Poor attitude to CPD by teachers in the province whose main interest is in Academic Production Units (APUs).	Teachers' undertones clearly associated commencement of lesson study with workshops and allowances and a 2 tire- (Regular and APU) education system.	Sensitisation meetings during the roll out to the remaining provinces should emphasize lesson study implementation within School Based CPD.

Western	<p>Third Term CPD activities get disrupted due to national examinations while most teachers and INSET coordinators on distance education programmes with various tertiary Institutions (Universities and Colleges) leave for contact sessions and examinations with their institutions.</p> <p>School heads find it difficult to regularly implement SPRINT school based CPD activities due to inadequate resources</p> <ul style="list-style-type: none"> <li>Schools claimed to have records documenting CPD activities undertaken Science laboratories in High Schools are dilapidated and have no equipment while in upper basic Schools there are no Labs and most teachers are ill-qualified to teach science.</li> </ul>	<p>The cycle of SPRINT activities was disrupted.</p> <p>Difficulty in sustaining Lesson Study due to lack of funding from central government.</p> <ul style="list-style-type: none"> <li>There was no evidence to support this as in all instances the record keepers were purported to have been out of their stations</li> <li>Science teaching has been theoretical</li> <li>Need to urgently improve qualifications of science teachers through Fast Track (degree) Initiative.</li> </ul>	<p>The Ministry should look at the third term schedule and re-examine how best CPD activities could be held with minimum interruption.</p> <p>Sensitisation meetings during the roll out to the remaining provinces to emphasize implementation of Lesson Study within the framework of SPRINT.</p> <ul style="list-style-type: none"> <li>Roll out to emphasize and focus on the importance of record keeping.</li> <li>There is need to lobby for support of cooperating partners in renovating, building and equipping of science labs in high, secondary and upper basic schools</li> <li>Introduction of Fast Track Degree Initiative to upgrade Diploma Science and Mathematics Secondary and High School teachers to Degree level.</li> </ul>
Luapula			
Northern			
Southern	<p>There is weak collaboration among different levels of institutions.</p>	<p>Implementation of Lesson Study may fail if there is no strong institutional collaboration among</p>	<p>7. Sensitisation meetings during the roll out to the remaining provinces should focus more on strengthening collaboration</p>

		various institutional levels.	among institutions

**6. CONCLUSION**

Considering the strengths the provinces already have, there is confidence that the implementation of the Lesson Study Approach will be successful.



**MINISTRY OF EDUCATION**  
**Education and Specialised Services**  
**School Based CPD Phase III Preparations**  
 October – November 2010  
**Questionnaire**

<b>A</b>	<b>Data on Provincial Education Support Team ( PEST )</b>		
	Name of Province	<b>Southern</b>	
	The Provincial Education Support Team ( PEST ) ( Provincial Implementation Co-ordination Team )	Position	Name
		Provincial Education Officer - PEO	
		Provincial Education Standards Officer - PESO	
		Senior Education Standards Officer - NS	
		Senior Education Standards Officer – Maths	
		Senior Education Standards Officer – Practical	
		Senior Planning Officer	
		Education Officer - TE	
		Human Resource development Officer	
		Provincial Accounts Officer	
		Subject Co-ordinators - Basic	
		Subject Co-ordinators - High	
		Representative of DEBS	
		Rep of Head teachers – High schools	
	College CPD Co-ordinator		

	<b>Data on the District Education Support Team( DEST )</b>		
	Name of District	<b>Livingstone</b>	
	District Education Support Team (DEST): Implementation Co-ordination Team	Position	Name
		District Education Board Secretary- DEBS	
		District Education Standards Officer - DESO	
		Education Standards officer – ESO General	
		District Resource Centre Co-ordinator - DRCC	
		District Planning Officer	
		District Human Resource Officer	
		Rep High school Head	
		Rep Basic school head	
		Zone CPD Co-ordinator	
		High School facilitator	
		High School facilitator	
		Basic School facilitator	
		Basic School facilitator	

	<b>Data on the District Education Support Team( DEST )</b>		
	Name of District	<b>Kalomo</b>	
	District Education Support Team (DEST): Implementation Co-ordination Team	Position	Name
		District Education Board Secretary- DEBS	
		District Education Standards Officer - DESO	
		Education Standards officer – ESO General	
		District Resource Centre Co-ordinator - DRCC	
		District Planning Officer	

		District Human Resource Officer	
		Rep High school Head	
		Rep Basic school head	
		Zone CPD Co-ordinator	
		High School facilitator	
		High School facilitator	
		Basic School facilitator	
		Basic School facilitator	

<b>Data on the District Education Support Team( DEST )</b>			
	Name of District	<b>Choma</b>	
	District Education Support Team (DEST): Implementation Co-ordination Team	Position	Name
		District Education Board Secretary- DEBS	
		District Education Standards Officer - DESO	
		Education Standards officer – ESO General	
		District Resource Centre Co-ordinator - DRCC	
		District Planning Officer	
		District Human Resource Officer	
		Rep High school Head	
		Rep Basic school head	
		Zone CPD Co-ordinator	
		High School facilitator	
		High School facilitator	
		Basic School facilitator	
		Basic School facilitator	

<b>Data on the District Education Support Team( DEST )</b>			
	Name of District	<b>Namuwala</b>	
	District Education Support Team (DEST): Implementation Co-ordination Team	Position	Name
		District Education Board Secretary- DEBS	
		District Education Standards Officer - DESO	
		Education Standards officer – ESO General	
		District Resource Centre Co-ordinator - DRCC	
		District Planning Officer	
		District Human Resource Officer	
		Rep High school Head	
		Rep Basic school head	
		Zone CPD Co-ordinator	
		High School facilitator	
		High School facilitator	
		Basic School facilitator	
		Basic School facilitator	

<b>Data on the District Education Support Team( DEST )</b>			
	Name of District	<b>Itejiteji</b>	
	District Education Support Team (DEST): Implementation Co-ordination Team	Position	Name
		District Education Board Secretary- DEBS	
		District Education Standards Officer - DESO	
		Education Standards officer – ESO General	
		District Resource Centre Co-ordinator - DRCC	
		District Planning Officer	
		District Human Resource Officer	
		Rep High school Head	
		Rep Basic school head	

		Zone CPD Co-ordinator	
		High School facilitator	
		High School facilitator	
		Basic School facilitator	
		Basic School facilitator	

<b>Data on Zone Education Support Team</b>			
	Name of Zone		
	Zone Education Support Team (ZEST): Implementation Co-ordination Team	Position	Name
		Zone Head	
		Zone In-service /CPD Coordinator	
		School In-service Coordinator	
		Facilitator - Science	
		Facilitator - Maths	
		Facilitator - Practical	

<b>Data on Zone Education Support Team</b>			
	Name of Zone		
	Zone Education Support Team (ZEST): Implementation Co-ordination Team	Position	Name
		Zone Head	
		Zone In-service /CPD Coordinator	
		School In-service Coordinator	
		Facilitator - Science	
		Facilitator - Maths	
		Facilitator - Practical	

<b>B. General Education Data on GRZ &amp; Grant Aided Institutions</b>						
NS	Districts	No of Zones	No of Basic (GRZ)	No of High (GRZ)	No of CEs (GRZ)	No of Secondary
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
<b>Total</b>						

<b>B. General Education Data on Private Institutions</b>						
<b>NS</b>	<b>Districts</b>	<b>No of Zones</b>	<b>No of Basic ( Private)</b>	<b>No of High ( Private)</b>	<b>No of CEs (Private)</b>	<b>No of Secondary ( GRZ)</b>
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
<b>Total</b>						

<b>C. Teacher Qualification (number per qualification per school level)</b>									
<b>District</b>	<b>Level</b>	<b>Gender</b>	<b>Cert</b>	<b>Prim Diploma</b>	<b>Sec Diploma</b>	<b>Adv Diploma</b>	<b>Prim Degree</b>	<b>Sec Degree</b>	<b>M asters</b>
Livingstone	Basic School	Female							
		Male							
		<b>Total</b>							
	High School	Female							
		Male							
		<b>Total</b>							
	Secondary School	Female							
		Male							
		<b>Total</b>							
	Basic School	Female							
		Male							
		<b>Total</b>							
	High School	Female							
		Male							
		<b>Total</b>							
	Secondary School	Female							
		Male							
		<b>Total</b>							
	Basic School	Female							
		Male							
		<b>Total</b>							
	High School	Female							
		Male							
		<b>Total</b>							
	Secondary School	<b>Female</b>							
		<b>Male</b>							
		<b>Total</b>							
Basic School	Female								
	Male								

		<b>Total</b>							
	<b>High School</b>	Female							
		Male							
		<b>Total</b>							
	<b>Secondary School</b>	Female							
		Male							
		<b>Total</b>							
	<b>Basic School</b>	Female							
		Male							
		<b>Total</b>							
	<b>High School</b>	Female							
		Male							
		<b>Total</b>							
	<b>Secondary School</b>	Female							
		Male							
		<b>Total</b>							
	<b>Basic School</b>	Female							
		Male							
		<b>Total</b>							
	<b>High School</b>	Female							
		Male							
		<b>Total</b>							
	<b>Secondary School</b>	<b>Female</b>							
		<b>Male</b>							
		<b>Total</b>							

<b>D. Name the Districts selected for the piloting of the School Based CPD through Lesson Study</b>		
	<b>District</b>	<b>Reasons</b>

Note: 50% of the Districts to be samples and administer questionnaire



**Data on the School Programme of In-service for a Term ( SPRINT )**

<b>Describe the current situation of SPRINT – School Based CPD in relation to the following</b>	
1	The Headteachers managing the School Based CPD ( Supervision and support )
2	What is the quality of the TGMs? Do teachers value these meetings?
3	Sight one area of focus for your teachers' Professional Development & Growth ( Short term & Long term)
4	Give one concrete example of the impact of what has been learnt in TGMs in terms of classroom practice.

**Professional support from the In-service Co-ordinator at school, Zone, District and Province to the School Based CPD**

<b>Please indicate with a tick ( √ or x ) if this is being done and give reasons</b>							
<b>Level</b>	<b>Conducting Needs Assessment &amp; Baseline</b>	<b>Conducting Review &amp; Planning Meetings</b>	<b>Preparations for INSET/ CPD activities</b>	<b>Conducting INSET Activities</b>	<b>Support during Implementation</b>	<b>Measuring Impact</b>	<b>Comments</b>
<b>School</b>							
<b>Zone</b>							
<b>District</b>							
<b>Province</b>							

**What kind of CPD activities have been done or are on-going prior to introducing School Based CPD through Lesson Study?**

<b>Level</b>	<b>Description</b>
<b>School</b>	
<b>Zone</b>	
<b>District</b>	
<b>Provincial</b>	

**Funding for SPRINT – School Based CPD by managers**

<b>Level</b>	<b>Yes / No</b>	<b>Give Reasons</b>
<b>School</b>		
<b>Zone</b>		
<b>District</b>		
<b>Provincial</b>		



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SCHOOL-BASED CONTINUING PROFESSIONAL  
DEVELOPMENT THROUGH LESSON STUDY –  
28<sup>TH</sup> NOVEMBER TO 5<sup>TH</sup> DECEMBER 2010**

**LUSAKA PROVINCE REPORT**

**PREPARED BY:**

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*Rebecca M. Twelasi*      *JETS/SMASTE SBCPD Secretary*



December 2010 **REPORT ON THE RAPID APPRAISAL FOR THE ROLL OUT OF  
THE SCHOOL BASED CONTINUING PROFESSIONAL DEVELOPMENT  
PROGRAMME CONDUCTED IN LUSAKA PROVINCE**

(28<sup>TH</sup> NOVEMBER TO 5<sup>TH</sup> DECEMBER 2010)

## **Introduction**

The Rapid Appraisal exercise is an activity undertaken prior to the introduction of the School-Based Continuing Professional Development programme to the 6 six provinces that were not implementing the programme. Rapid Appraisal as the name suggests, is a quick but intensive assessment of the status of SBCPD in the context of SPRINT in order to establish the status quo of SBCPD in schools and colleges of Education.

The exercise involved the following:

1. Checking SBCPD records such as the SIR books, reports, presentations and other documents related to the implementation of SBCPD in learning institutions.
2. Conducting interviews with key players such as the PEST, the DEST and the SEST.
3. Collecting data on:
  - i. The number of science and mathematics teachers and their qualifications
  - ii. The number of learning institutions targeted for the roll out of SBCPD
  - iii. Relationships between TED and Standards
  - iv. Attitudes of Headteachers, College principals, DEBS and PEOs towards SBCPD
  - v. Level of understanding of CPD in the context of SPRINT
  - vi. Availability of T/L materials and specialized rooms in targeted schools.

## **Rationale**

It is important to establish the current status of SBCPD in all learning institutions as this would help ascertain the base on which the implementation of the Lesson Study programme would rest. The findings of this exercise would also feed into the process of developing the content of the training package during orientations and facilitators' training.

## **Objective**

The purpose of the rapid appraisal was to ascertain the status of SBCPD in the province so that we could determine whether:

1. The injection of Lesson Study into the SPRINT activities would be an effective intervention
2. The current training and orientation package was adequate to prepare the PEST, DEST and facilitators for the implementation of the Lesson Study programme

## **Target groups**

In Eastern province we visited the Chipata College of Education, The Provincial education Support Team the District Education Support Teams, the High School Education Support Teams and the Basic School Education Support Teams. In all these institutions the following were the Key and Strategic people interviewed:

### **1. PEST**

- The Provincial Education Officer (PEO)
- The Principal Education Standards Officer (PESO)
- The Senior Education Standards Officer – Mathematics (SESO/M)
- The Senior Education Standards Officer – Practical Subjects (SESO/PS)
- The Senior Education Standards Officer – Languages (SESO/L)
- The Provincial Resource Center Coordinator – High schools (PRCC/H)

### **2. The DEST**

- The District Education Board Secretary (DEBS)
- The District Education Standards Officer (DESO)
- The Education Standards Officer – General Inspection (ESO/GI)
- The Education Standards Officer – Special Education (ESO/SE)
- The Education Standards Officer – Open and Distance Learning (ESO/ODL)
- The District Resource Center Coordinator – (DRCC)

### **3. The High School Level**

- The Headteacher
- The Deputy Headteacher
- The School CPD Coordinator
- The HOD – Natural Sciences
- The HOD – Mathematics
- The HOD – Practical Subjects

### **4. The College level**

- The Principal
- The Vice Principal
- The College CPD Coordinator
- All Heads of Sections (7)

## 5. The Basic School Level

- The Headteacher
- The Deputy Headteacher
- Senior teachers
- The Zonal In-service Coordinator (ZIC - For Zonal center schools only)
- The School In-service Coordinator (SIC)

### Team Members

The team that was assigned to do Lusaka and Eastern Provinces comprised:

1. Lingambe Allan – Principal Education Standards Officer – Northwestern Province
2. Twelasi Rebecca - A/National Vice Secretary – JETS

### Data collection methodology

For this exercise data was collected through:

- Group interviews
- Checking of documents
- verification of records and reports
- Physical inspection of laboratories
- Questionnaires administration
- Observation

### Summary of interviewees in province

S/N	Province	District	PEST members	DEST members	College members	High School team	Basic School team	Total
1	Lusaka	Lusaka	11	05	-	05	04	25
		Chongwe	-	04	-	05	02	11
		<b>Total</b>	<b>11</b>	<b>09</b>	-	<b>10</b>	<b>06</b>	<b>36</b>

## **Findings**

### **Current status of SBCPD – Lusaka Province**

At the end of the exercise in Lusaka province the following observations were made:

1. SPRINT activities are known and institutionalised in all schools but hardly taking place in some Basic schools.
2. For High schools CPD is taking place and well documented.
3. The PEST is not involved in CPD except the EO-TE and PRCC who seldom visit some schools
4. The Basic SPRINT principles are in place in all the schools
5. Some individuals in the PEST and DEST have an understanding of the SPRINT concept
6. Supervision and support of SBCPD by most Headteachers was weak
7. High school Teachers demand to be paid in order to participate in CPD
8. Staffing levels were good in all schools in the province
9. There was still apathy by some teachers towards SBCPD due to low quality of some SBCPD meetings arising from following prescribed modules only.
10. The attendance to SBCPD meetings very poor among High and Basic school teachers.
11. Teachers still consider money as the major benefit when attending CPD meetings.
12. Documentation of activities needs to be strengthened in most schools.
13. The Headteacher's comments in the School In-service Report book (SIR books) do not give appropriate feedback.
14. Teachers would rather attend to tuitions than CPD due to monetary gain.
15. Most teachers felt that they did have the time to hold CPD meetings.
16. There was a general perception by High school teachers that CPD was for High schools and SPRINT was for Basic schools.
17. Teachers felt that there were too many activities in the schools such that they did not have time to regularly attend SBCPD meetings. Most of them were studying with various Universities and Colleges for upgrading. The residential schools are usually during the school term.
18. The PRCCs and the DRCCs do seem to collaborate
19. DRCCs do not visit High schools to monitor CPD.
20. Most teachers were too busy with their distance learning programmes to attend CPD meetings as their residential schools are during the term.

### **Collaboration with other departments**

1. There was no strong collaboration between Standards and Teacher Education departments. Standards officers claimed ignorance of the Teacher education activities as such they could not monitor what they did not know about.
2. There was no collaborative monitoring of CPD programmes.
3. There was no systematized reporting of CPD activities between departments.

### **Evidence Lesson Study Activities**

1. The Concept of Lesson Study was not there at Provincial, District and in both rural and urban schools. They had heard about it but did not know what it was and how it was done.

### **Support from In-service Coordinators**

1. The weak linkage between the Key (In-service coordinators) and strategic (PEST, DEST, ZEST) players has made it very difficult for all levels to effectively support SBPCPD in schools and Colleges.
2. The In-service coordinators had knowledge of the SPRINT programmes but they were not able to provide adequate support to schools.

### **Support from managers and DEBS**

1. Involvement in CPD meetings
2. Monitoring of teachers
3. High school headteachers supported CPD both financially, materially and administratively.

### **Teachers' attendance to CPD meetings**

1. Attendance to CPD meetings was irregular in both High and Basic schools.
2. Teachers in some High schools were interested in CPD although some teachers still felt they needed be paid for attending CPD
3. Some teachers shunned CPD meetings because the modules they were using were boring as they sometimes repeated the same topics.
4. Teachers felt they had too many activities in school thereby causing them not to attend regularly.
5. The frequency of attending meetings ranged from twice to three times per term.

6. There was no arrangement for grades 8 and 9 teachers to attend cluster meetings with High school teacher and they benefit little from meetings with lower and middle Basic school teachers for CPD.

## Record Keeping

1. Some High Schools had updated records of CPD activities, although in most schools there was no system of information sharing through reports.

## Selected Districts

### 1. Lusaka Province

S/N	Selected District	Selection Criteria
1	Lusaka	<ul style="list-style-type: none"> <li>• Lusaka province chose all the four (4) districts. The justification is that all the schools in Lusaka district are very close to each other and monitoring will be easy.</li> <li>• Luangwa is the smallest district with only 14 Basic schools and 3 High schools.</li> <li>• This proximity will make monitoring easier as the office has the capacity.</li> </ul>
2	Chongwe	
3	Kafue	
4	Luangwa	

## Identified Strengths

1. The Province has adequate and qualified teachers for science and mathematics.
2. There was a positive attitude by some High School Headteachers and are financially supporting CPD
3. Subject Associations are strong and complement the implementation of CPD by way of generating topics for discussion during CPD meetings.

## Anticipated strengths

1. The collaboration with 'Room-to Read' will further strengthen CPD

## Challenges

1. Negative attitudes by some teachers towards SBCPD
2. Upper Basic teachers and High School teachers do not meet for CPD during cluster meetings, usually at the peril of Upper basic school teachers.
3. Inadequate funding for the implementation of CPD activities
4. Clusters are not formalized as they depend on the interest of individuals to negotiate.

5. Inadequately stocked laboratories in most schools.
6. Lack of linkage between colleges and Teachers Resource Centers.

## **Recommendations**

1. The Permanent Secretary should consider harmonizing the school calendar with that of the Colleges and Universities in order to keep teachers who are on distance learning programmes in school until holiday time.
2. The DEBS and PEOs should formalize Clusters the way zones are, to avoid leaving issues to chance.
3. The Ministry should consider conducting the PEST orientation meetings soon as the provinces are now very expectant after the appraisal.
4. Headteachers Association should collaborate to ensure that Upper basic school teachers attend cluster meetings with High schools.

## **Conclusion**

From the Rapid Appraisal findings it is clear that CPD in Lusaka province need strengthening at all levels if the Lesson Study programme is to be successfully implemented. The PEST, DEST and School Headteachers in the province are very eager to develop CPD. The existence of cluster meetings is an indication that there is a forum where good practices can be shared.

With this kind of CPD status quo and the eagerness shown by all levels, the PEST and DEST orientation meetings should be very effective for the implementation to smooth.

However, considering the strengths that the province already has, we are confident that the implementation of the Lesson Study programme in the province will be successful.