



MINISTRY OF EDUCATION

TEACHER EDUCATION SECTION

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

EASTERN PROVINCE REPORT

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

(28TH NOVEMBER TO 5TH 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 the two provinces

S/N	Province	District	DEST members	College members	High School team	Basic School team	Total
1	Eastern	Chipata	05	09	06	03	23
		Chadiza	05	-	04	05	14
		Petauke	05	-	03	03	11
		Total	15	09	13	11	48

Findings

Current status of SBCPD – Eastern Province

At the end of the exercise in eastern province the following observation were made:

1. SPRINT activities are taking place and have been institutionalised in schools and the College of Education.
2. The Provincial Education officer and her team were very positive about strengthening SBCPD in the province.
3. The Basic SPRINT structures are in place in all the schools
4. The PRCCs and the DRCCs have a strong understanding of the SPRINT concept and they are coordinating it in High schools, Basic schools and College of Education. The PEO;s office has very strong collaboration with the college.
5. Supervision and support of SBCPD by most Headteachers was very effective
6. High school Teachers still felt they needed to be paid in order to participate in CPD
7. Staffing levels were good in urban schools but still a challenge in rural schools
8. There was still apathy by some teachers towards SBCPD due to low quality of some SBCPD meetings.
9. Most Teachers in High schools were very eager to attend SBCPD meetings because of the quality of meetings – benefits were seen.
10. Documentation of activities needs to be strengthened in most schools.
11. The Headteacher’s comments in the School In-service Report book (SIR books)
12. There was a general perception by both officers and teachers that SBCPD was addressing the apparent low caliber of the ZATEC trained teachers by strengthening their content and pedagogical skills.
13. Teachers felt that there were too many activities in the schools such that they did not have time to regularly attend SBCPD meetings.

Collaboration with other departments

1. There strong collaboration between Standards and Teacher Education departments
2. There collaborative monitoring of CPD programmes in schools

Evidence Lesson Study Activities

1. The Concept of Lesson Study was there in both rural and urban schools, although some procedural issues will need further clarification.
2. The PEST took initiative to orient all the districts in Lesson Study, following their visit to Central province. The province sent a team to attend the Mulungushi University facilitators’ workshop to gain more knowledge about Lesson Study.
3. The province was already making use of the 3rd Edition Implementation Guidelines, although they are not yet oriented
4. All schools and districts confirmed having understood the concept of Lesson Study.

Support from In-service Coordinators

1. The strong link among the Key (In-service coordinators) and strategic (PEST, DEST, ZEST) players has made it easy to support SBCPD in schools and the College.
2. Regular monitoring and facilitation by the PRCCs and DRCCs was evident in the College, High and Basic Schools
3. The In-service coordinators had sound knowledge and understanding of the SPRINT programmes thus they are able to provide appropriate support.

Support from managers

1. Involvement in CPD meetings
2. Monitoring of teachers
3. Financial and material support

Lecturers' attendance to CPD meetings

1. Lecturers attend CPD as per programme.
2. There is a CPD coordinator
3. The college has appointed a CPD coordinator and other professional Associations.
4. The vice principal is the overseer of all CPD activities in the college.
5. CPD at college level was confined to capacity building lecturers only

Teachers' attendance to CPD meetings

1. Attendance to SBCPD meetings was regular in both High and Basic schools.
2. Teacher in High schools are interested in SBCPD
3. Some teachers still feel they should be paid for attending CPD
4. Some teachers shunned CPD meetings because the modules they were using were boring
5. Teachers felt they have too many activities in school thereby causing them not to attend regularly
6. The frequency of attending meetings ranged from twice to three times per term.
7. Grades 8 and 9 Teachers do not attend cluster meetings with High schools and the benefit little from meeting with lower and middle Basic teachers for CPD.

Record Keeping

1. Schools had records of CPD activities documented
2. Some schools had developed local monitoring instruments for tracking CPD activities.
3. There was a system of information sharing through reports at all levels

Selected Districts

1. Eastern Province

S/N	Selected District	Selection Criteria
1	Chipata	It is an urban district with no staffing challenges, relatively good facilities and will act as a control district.
2	Lundazi	It is a low performing district in the province.
3	Chadiza	It is a rural district with geographical challenges, poor staffing and fewer facilities.
4	Petauke	It is a peri-urban district with average staffing and where a number of innovations are initiated.

Identified Strengths

1. Teachers are very interested in SBCPD because of the benefits they accrue.
2. The Lesson study concept is already being practiced in the province
3. There is already very strong collaboration between Standards and Teacher Education departments.
4. The Headteachers are very supportive of SBCPD
5. The College is already using the Lesson Study lesson plan format to train the students.
6. SPRINT is strong in the province
7. There is a strong internal monitoring system in schools, which is either self, peer and school monitoring
8. Subject Associations are complementing the implementation of CPD
9. There are already officers who have attended third country trainings at Mulungushi University and Kenya

Anticipated strengths

1. The collaboration with VVOB will further strengthen CPD at the College of education.

Challenges

1. Negative attitudes by some teachers towards SBCPD
2. Inadequate Science teaching materials
3. Upper Basic teacher and High School teachers do not meet for CPD during cluster meetings except for Industrial Arts, Art and Home Economics.
4. Inadequate funding for the implementation of CPD activities

5. Clusters are not formalized as they depend on the interest of individuals to negotiate
6. Inadequately stocked laboratories
7. Limited ICT knowledge by some key officers
8. Lack of linkage between colleges and Teachers Resource Centers

Recommendations

1. The College Principal should consider extending CPD to student teachers and not just for capacity building lecturers.
2. Teaching Practice (School Experience) and peer teaching could be used as avenues for Lesson Study. Action by College Principal.
3. There should be direct link between the College and the Teachers' Resource Centers. Action by PEO and Principal
4. 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.
5. The DEBS and PEOs should formalize Clusters the way zones are, to avoid leaving issues to chance.
6. For monitoring purposes the Permanent Secretary should consider assigning certain schools, which belong to one district but closer to another, to the nearest district. In this case, monitoring should do by proximity rather than by district boundaries. E.g. Chikwasha Basic in Nyimba district is very close to Serenje district; Chibale Basic in Chama district is very close to Mpika district.
7. The Ministry should consider conducting the PEST orientation meetings soon as the provinces are now very expectant after the appraisal.

Conclusion

From the Rapid Appraisal findings it is clear that eastern province has a strong basic structure of SPRINT, with the Lesson Study concept already in place. The PEST, DEST and School Headteachers in the province are very eager to develop CPD.

With this kind of CPD status quo and the eagerness shown by all levels, we have no doubt that the implementation of the Lesson Study programme in the province will be successful.

Republic of Zambia
Ministry of Education

TEACHER EDUCATION AND SPECIALISED SERVICES

REPORT ON THE RAPID APPRAISAL

OF THE

WESTERN PROVINCE

(School Based CPD Phase III Preparations)

28th November – 5th December 2010

Compiled by:

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Simatende M. PESO – Central

Chisanga C.A. EO-TED - Copperbelt

December 2010.

1. INTRODUCTION:

Implementation of Lesson Study Phase II (*August 2008-October 2010*) through School Based Continuing Professional Development (SBCPD) culminated in three main activities aimed at assessing the impact that Lesson Study approach has had on addressing difficulties associated with the teaching and learning of Science and Mathematics in the Piloting Provinces of Central, Copperbelt and North Western Provinces.

The Three activities were:

- (i) Endline Surveys by provinces to assess what gains if any, had made in addressing various issues which count towards good science and mathematics lessons
- (ii) Final Evaluation of the Phase II activities by the JICA Tokyo Mission aimed at assessing whether desired objectives by the donor were being met or not.
- (iii) Impact Assessment of in Central Province aimed at gauging whether or not the Lesson Study was starting to have a bearing on examination results in science.

In general, findings of the three assessments pointed to outcomes which were starting to impact positively on the attitudes of teachers towards lesson preparation and the methods used to deliver the same.

The promising indicators of the said surveys prompted the Ministry of Education to decide that the Lesson Study Approach be extended to the remaining six (6) Provinces. Subsequently five (5) teams comprising officers from Headquarters and those from the piloting Provinces were constituted to conduct rapid appraisals. These aimed at establishing a baseline of SPRINT structures and SBCPD activities in those Provinces, which are the framework in which the Ministry of Education conducts all In-service Programmes for teachers.

This report, therefore, highlights activities conducted in Western Province in relation to the rapid appraisal to assess the readiness of the Province to start implementing SBCPD through Lesson Study.

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 names of 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 as well as the accompanying support structures such as PEST and DEST, is a vital aspect in the successful implementation of Lesson Study. To ascertain the status of CPD in Western Province, it was imperative that our team traveled there to learn firsthand.

3. OBJECTIVE

The objective of the appraisal was to assess the prevailing situation of the school-based Continuing Professional Development for teachers and to determine whether or not the “injection” of lesson study as an intervention will have a firm entry point.

4. TARGET GROUPS

The Education Support Teams at Provincial (PEST), District (DEST), Zone (ZEST), College of Education Principal/Lecturers, Class teachers in High and Basic Schools and Learners.

5. COMPOSITION OF WESTERN PROVINCE RAPID APPRAISAL TEAM

Simatende M, PESO-Central Province

Malambo, L.M, SEO-Pre-service, HQ

Chisanga, C.A, E.O. TE-Copperbelt Province

6. MEANS OF COLLECTING DATA

Group discussions were held, questionnaires were administered and inspection of specialized rooms such as laboratories and departmental rooms were made. The method used brought out the following statistical factors:

a. Interviews

- PEST 10 Officers
- DEST 10 Officers
- 1 High School Head
- 1 High School Deputy
- 1 High School HOD
- 2 Basic Shool Headteachers
- 3 High School Science Teachers
- 6 Basic School teachers

- 1 College CPD Coordinator
- 2 College HOSs
- 1 College Principal
- 1 College Vice Principal
- 5 High School Learners

b. Districts Visited

	Province	Districts	Zones	Basic Schools	High Schools	Colleges
1.	Western	3	-	2	2	1

7. CURRENT SITUATION OF SPRINT/SBCPD

- TGs/Departmental CPD Meetings still being held but with reducing frequency in some schools.
- Some teachers interviewed claimed that they were usually too tired to continue with TGMs after teaching.
- At least one teacher mentioned the lack of any Monetary incentive as a reason he is reluctant to participate in TGMs.
- At some schools such as Kambule, Kaoma High and Senanga Basic, evidence of support morally and materially to SBCPD by Head/Deputy was seen.
- In general, SBCPD Activities appear to receive a lot of verbal support from Head teachers in Western Province.
- At least in the two Schools visited, there was a programme for the SBCPD Teacher Group Meetings stuck on wall and the SIR/CPD Books bore very recent entries showing even HIM items by Head teacher
- Science lessons in all schools, except Mongu College of Education were largely theoretical i.e. notes and diagrams, teacher exposition.
- Whenever an experiment was conducted during a science lesson, it was the teacher who handled apparatus and demonstrated on the bench in front while learners watch what was happening.
- One learner at Kambule High said of the Science Lessons: " *the teacher keeps talking about iodine solution, but I have never seen it. I don't even know what colour it is*"

- Laboratory equipment was in dilapidated state in High Schools visited and non-existent in Upper Basic Schools.
- **SIMON** Activities by both Standards Officers and TRC Coordinators are limping or non-existent both at province and districts citing lack of funds and transport
- **GRACE/SMARC** rarely conducted citing lack of support by some school heads to teachers in terms of transport. Further, GRACE/SMARC was also being adversely affected by many teachers' current pre-occupation with Distance Education Programmes during holidays.
- Distances from TRC coupled with natural barriers such as the river/floods also affecting observance of some SPRINT activities in Western Province.
- In Senanga, 63% of the Schools are cut off from the DEBS/TRC during half of the academic year making it difficult to Coordinate SBCPD activities in those Schools.
- Mongu College of Education practices a form of CPD activities among Lecturers with support from VVOB.
- Many donor Organizations which gave some form of support to INSET activities among teachers have either pulled out of Western Province or diverted support to other areas i.e. **CAMFED, WEPEP etc.**
- At least one Basic School has arranged its TGMs on the basis of NBTL, SITE, ROC and MARK approaches there by making groups as capacity building venues for PRP Methodologies only.

8. LESSON STUDY ACTIVITIES

- No concrete evidence of any School or Education Support team in Western Province being familiar with Lesson Study Approach was witnessed by the rapid appraisal team.

9. SUPPORT FROM INSERVICE COORDINATORS TO SBCPD

- At Provincial level, the Education Officer-Teacher Education, PRCCs with support from Standards Officers have been involved in continuous training of teachers of various subjects in various problem topics arising out of result analysis of final exams.
- The E.O. TED and PRCCs have also been meeting DEBS and Head teachers periodically to lobby them to continue supporting SBCPD and to strategize.
- However, SIMON visits have only been conducted at nearby schools by Coordinators at all levels because of lack of transport and funds.

10. SELECTED DISTRICTS

- Mongu, Senanga and Kaoma Districts have been selected to pilot Lesson Study in Western Province.
- 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.
- These districts are also nearer to Mongu for easier coordination by the PEST during the pilot phase.

11. ANTICIPATED STRENGTHS

- The Province has highly motivated PEST and DEST Members who are willing to learn and implement LS.
- Most DEBS in Western Province have either TRC or a Standards background and so have a passion for CPD among teachers and are constantly talking to heads to revive SPRINT.
- All the Planning Officers and District Accountants have been incorporated in DESTs and have pledged to support and capture LS during Budgeting.
- The current PEO in Western Province has a history of rendering solid support to LS when he was PEO Copperbelt.
- Some donor agencies such as SNV, EQUIP2 at times provide funds for CPD Activities in Western Province.
- There has been improved staffing for mathematics and science teachers in western province over past three years

12. ANTICIPATED CHALLENGES:

- Clear undertones of teachers associating commencement of LS in the Province with Workshops and allowances
- Negative sentiments from teachers of subjects other than mathematics and science who complain that their subjects are shunned by donors.
- Delayed prioritization of SBCPD programmes in terms of funding by Central Government.
- Distances and difficult terrain in the province
- Poor Laboratory infrastructures
- Distance Courses by Colleges and Universities making teachers shun GRACE/SMARC/TGMs

- Poor attitude to CPD by some teachers who claim that they earn little and so time for other income generating ventures is taken by CPD.

13. RECOMMENDATIONS

- Need for strong lobbying for increased funding to CPD Activities and for protection of the same funds so that they are used to support SBCPD by TRC Coordinators.
- Many District Resource Coordinators interviewed said they lacked even the barest of tools to enable them support SBCPB effectively and as such, they strongly lobbied for, among other things, transport to ease their mobility challenges.

14. CONCLUSION

- Despite all the challenges highlighted above, Lesson Study is likely to succeed in Western Province because of its anticipated eventual positive impact by stakeholders on achievement levels for learners in Western Province.



LIST OF PEOPLE WITH WHOM DISCUSSIONS WERE HELD IN WESTERN PROVINCE

NAME	S	POST	STATION	COMMENT
Kamutumwa M	M	PEO	PEO'S-Western	PEST
Muzumi	M	SESO NS	PEO'S-Western	PEST
Mwanambuyu	M	SESO Maths	PEO'S-Western	PEST
Mate	F	SESO Bussines	PEO'S-Western	PEST
Muhau Progress	M	SESO-SPED	PEO'S-Western	PEST
Kafulo Christine	F	Statistician	PEO'S-Western	PEST
Tembo Mabvuto	M	Regional Accountant	PEO'S-Western	PEST
Sitonia	M	SESO-Practicals	PEO'S-Western	PEST
Sendui	M	DEBS Mongu	DEBS Mongu	DEBS Rep on PEST
Kabutu F.M.	M	Principal MOCE	MOCE	PEST
Malambo Mwangelwa	M	Deputy Head	Kambule High	Sch Admin
Lisulo Nasele K	F	HOD NS	Kambule High	Sch Admin
Likolo George	M	Science Teacher	Kambule High	Mongu District
Gatsi Ngoni	M	Science Teacher	Kambule High	Mongu District
Naosa Darlington	M	Science Teacher	Kambule High	Mongu District
Zulu Royd	M	Learner	Kambule High	Mongu District
Pellser Edward	M	Learner	Kambule High	Mongu District
Edina Mubita	F	Learner	Kambule High	Mongu District
Mulenga Amos	M	Learner	Kambule High	Mongu District
Jabbes Mubiana	M	Learner	Kambule High	Mongu District
Nalishuwa	M	HOS SMME	MOCE	College Admin
Kandala	M	Vice Principal	MOCE	College Admin
Matyola	M	CPD Coord	MOCE	College Admin

Bunonge Hastings	M	Headteacher	Senanga Basic	Sch Admin
Muleta David	M	Teacher	Senanga Basic	Senanga
Mwauluka Mwauluka	M	Teacher	Senanga Basic	Senanga
Siyakalumbu Moono	F	Teacher	Senanga Basic	Senanga
Kasongo Sarah	F	Teacher	Senanga Basic	Senanga
Mushinga Mooto	M	Teacher	Senanga Basic	Senanga
Nyambe A	M	DESO	Kaoma DEBS	DEST
Mutumba Sendoi	F	DEBS	Kaoma DEBS	DEST
Lubasi Nawa	M	DRCC	Kaoma DRC	DEST
Kaunda Kapalu	M	DPO	Kaoma DEBS	DEST
Kamona Nosiku	M	HRO	Kaoma DEBS	DEST
Wakumelo Akakulubelwa	M	ESO ODL	Kaoma DEBS	DEST
Monde Kawanga	M	DESO	Senanga DEBS	DEST
Mwanananyanda	M	DPO	Senanga DEBS	DEST
Chiwaya	M	ESO GI	Senanga DEBS	DEST
Sandala	M	DRCC	Senanga DRC	DEST
Mukenge Kakunzu	M	Headteacher	Kaoma High	Sch Admin
Matomola Matakala	M	Headteacher	Mulamatila Basic	Sch Admin
Momeka Mubukwanu	F	Teacher	Mulamatila Basic	Kaoma