



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**

SOUTHERN PROVINCE REPORT

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INTRODUCTION

The main thrust of the Strengthening Mathematics, Science and Technology Education (SMASTE) School-Based Continuing Professional Development (SBCPD) Phase I (2005 - 2007) in Central Province was 'improving 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 Northwestern 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 readiness of the Provinces to start the School-Based CPD through Lesson Study. In addition, the data collected from this activity will be used in the development of Operational Plans for the target provinces and in the preparation of the Phase III project document.

This report covers the rapid appraisal activities that were undertaken in Southern Province from 28 November to 5 December 2010.

The following areas will be covered in the report:

1. Introduction
2. Rationale
3. Objective
4. Target Groups
5. Team Members
6. Schedule and Methodology
7. Current SPRINT School-Based CPD situation (general)
8. Findings
9. Recommendations
10. Conclusion
11. Appendices

1. RATIONALE

A strong and sustainable INSET system from national to school level is vitally important to successfully implement lesson study. The Rapid Appraisal was aimed at establishing the status of the INSET framework and structures through which CPD was being delivered; including the professional development practices at various levels in the province.

2. OBJECTIVE

The objective of the appraisal was to assess the prevailing situation of the school teacher professional development activities in order to determine whether the

“injection” of lesson study as an intervention into school-based teacher professional development has an entry point.

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) including College of Education.

4. TEAM MEMBERS

The team comprised the following:

1. Ms. Esvah Chizambe Principal Education Officer – INSET
2. Mr. Rodgers Kapyololo Education Officer –Teacher Education - NWP
3. Ms. Asami Shimoda JICA Technical Adviser

5. SCHEDULE AND METHODOLOGY

5-1. Schedule

The schedule for the team was as follows:

Day/Date			Time	Activities
Day1	28/11	Sun	10:00-15:00	Move to Livingstone
Day2	29/11	Mon	9:00-13:30	Discussion with PEST Members
			14:30-16:30	Visiting St.Raphael’s Secondary School
Day3	30/11	Tue	8:30-10:30	Discussion with Livingstone DRCC
			11:00-13:00	Visiting Dambwa Basic School
			14:30-17:00	Visiting David Livingstone College of Education
Day4	1/12	Wed	6:30-8:00	Move to Kalomo
			8:00-10:00	Discussion with Kalomo DEST
			10:45-12:00	Discussion with Choma DEST
			12:10-14:00	Discussion with Subject Coordinators-Choma PRC
			16:00-18:00	Visiting St.Patrick’s Basic School
Day5	2/12	Thu	6:30-8:30	Move to Namwala
			8:30-8:40	Visiting DEBS Office
			8:55-10:00	Visiting Namwala High School
			10:30-12:00	Visiting Lubanga Shabongwe Basic School
			12:00-14:00	Discussion with Namwala DEST
Day6	3/12	Fri	8:00-11:00	Report writing in Choma
			11:00-15:00	Move to Lusaka
			15:00-17:00	Report writing in Lusaka
Day7 - 9	4/12	Sat	10:00-16:00	Report Writing in Lusaka

5-2. Methodology

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

Discussions and Interviews were conducted with the following groups of people and individuals:

- PEST Members
- DEST Members in districts visited
- Head teachers – High School
- Deputy Head teachers – High School
- CPD Coordinators – High School
- Heads of Department – High School
- Head teachers - Basic School
- Deputy School Head teachers - Basic School
- School INSET Coordinators (SIC) - Basic School
- Zone INSET Coordinator (ZIC) - Basic School
- Principal – College of Education
- Vice Principal – College of Education
- CPD coordinator – College of Education

5-3. Institutions Visited

Province	Districts	Zones	Basic Schools	High Schools	Colleges
Southern	4	4	3	2	1

6. CURRENT SPRINT SCHOOL BASED CPD SITUATION (General)

6-1. Head teachers' In-Service Meeting (HIM)

At the beginning of the year, the Head teachers' In-service Meetings (HIM) were held in order to develop an In-Service Training (INSET) programme for the term. Some of the schools visited conducted review meetings at the end of the term. At Dambwa Basic School, the programme of INSET was implemented on a weekly basis. In other cases, teachers submitted topics for discussion during Teacher Group Meetings (TGM) and the school administration together with the School In-service Coordinators (SIC) made the agenda for Continuing Professional Development (CPD).

6-2. Teacher Group Meetings (TGM)

There were variations from school to school on the frequency of INSET meetings. TGMs were held once a week, fortnightly and once per term. In most of the schools visited, there was no evidence of the School In-service Record (SIR) book. In some schools, the SIR books were not regularly updated while in other schools, the books were kept in a room that could not be accessed at the time of the visit.

Most the schools the team visited drew the INSET agenda items from needs assessment or discussions through TGMs. In some schools, the agenda was formulated by the ZIC or SIC in consultation with the school administration.

The common agenda for TGMs in basic schools were mainly based on the Primary Reading Programme (PRP) (New Breakthrough to Literacy (NBTL); Step in to English (SITE) and the Read on Course (ROC) methodologies), Lesson Planning and Conditions of Service while the high schools focused mainly on subject topics.

6-3. Monitoring (School In-service Monitoring (SIMON) and SIR Book

Basic schools were using the 'My Literacy Monitoring Book' for self evaluation while the 'School In-service Record Book' (SIR book) and minutes of TGMs were used by In-Service Coordinators to monitor continuing professional development in Basic Schools.

In High Schools, CPD log books were used to record INSET activities done in the school. This record bares the date, brief details of the activity, attendance, comments and signature. Departments were also expected to have minutes of their meetings. In comparative terms the basic schools visited had more up-to-date records than high schools. For instance, at St. Raphael's High school, the Social Science departmental CPD activities were recorded in the log book up to 2008, and Namwala High School could not present their CPD Log book.

At Lubanga Shabongwe Basic School, they recorded CPD activities in the SIR book. While at Dambwa Basic School, the data was not updated properly and at St. Patrick's Basic School, the book was kept in a locked room and the key was not available on the day of the visit.

6-4. Grade Meetings at the Resource Centre (GRACE)/ Subject Meetings at the Resource Centre (SMARC)

Most schools visited participated in GRACE/SMARC Meetings once a term. However, most teachers sometimes found it is difficult to attend INSET meeting due to holiday study programmes they were engaged in. Some zones as a result were conducting the GRACE/SMARC Meetings within the term.

6-5. Teacher's In-service Credit Card (TICC)

At Lubanga Shabongwe Basic School, the TICC system is working. While other schools visited, the team could not get any information on this system.

6-6. Subjet Association Activities (SAA)

Teachers who had attended workshops such as those organised by Subject Associations shared their experiences with other teachers in the school. In some cases, those that attended external meetings did not share anything with other teachers.

6-7 Funding

6-7-1. Province: There was a funding line for continuing professional development at the provincial education office. Because of the vastness of the province, however, the amount was not adequate to make frequent CPD support visits to schools.

6-7-2. District: Districts have a funding line for in-service training. This, however, was said to be inadequate for the purpose. The districts found it difficult to remit an amount to the zones because of its inadequacy. The extent to which the moneys received for in-service training were actually utilised for this purpose varied from time to time. The total allocation to the district was inadequate and therefore, there were competing needs for the same resources. Part of the resources were used on other activities such as meetings called by the province or headquarters.

6-7-3. Zone: At zone level, schools contributed resources for such activities as GRACE meetings. In most cases, such resources could only cater for a meal or two for the teachers who had gathered from various schools. Zone INSET Coordinators found it difficult to coordinate continuing professional development in their zones not only because of lack of funding but also because they had big teaching loads. In the central zone of Namwala for example, there were 8 schools. The furthest was about 17km from the zone centre school. According to the ZIC, he could only monitor once in a year because of insufficient resources.

6-7-4. School: High schools had a funding line for continuing professional development. Consequently, teachers attending cluster meetings and those attending subject association meetings were catered for through this line. The grants to basic schools however, did not have a line for continuing professional development. Two allocations of K5, 978, 308.00 each had been received so far for this year as National Implementation Framework (NIF) funding to Dambwa Basic School. Schools, therefore, used Parent Teacher Association (PTA) resources to fund CPD activities. In urban schools, the PTAs were comparatively better than rural ones in terms of funding. Support of schools to zone based activities in rural areas, therefore, was found to be a great challenge.

7. LESSON STUDY ACTIVITIES THAT HAVE BEEN INTRODUCED

The lesson study introduction was conducted in two (2) zones in Livingstone by the Japanese Overseas Cooperation Volunteers (JOCV). Apart from this activity, the School-Based CPD programme through Lesson Study was not introduced yet.

8. SUPPORT FROM IN-SERVICE COORDINATORS AT SCHOOL, ZONE, DISTRICT AND PROVINCIAL LEVELS

8-1. Province: The Provincial Teachers' Resource Centre in Choma carried out needs assessment on continuing professional development for high schools. This took the form

of soliciting from schools topics in which teachers needed in-service training. The agenda for continuing professional development in some of the high schools in the catchments area, therefore, was derived from the results of the needs assessment. Most of these, however, were subject content topics such as electronics in physics, civic education, handling of geography field project, and standard marking and cross-cutting issues of interest such as human trafficking, HIV/AIDS and conditions of service. According to the respondents issues of methodology were a challenge at high schools. According to the Choma PRCC- High, monitoring of schools was not conducted regularly due to lack of funding.

8-2. District: District Teachers’ Resource Centres provided support to basic schools through monitoring of continuing professional development activities, provision of venue for in-service activities, provision of stationery to CPD meetings at home zones and through provision of library services. The teacher resource centres also formed satellite centres for such in-service programmes as Primary Teachers’ Diploma by Distance Learning by receiving and distributing modules for learners.

The support of district teachers resource centres to continuing professional development activities in high schools was largely lacking. Interaction of TRCs with high schools is limited to organisation of logistics for Home Economics Association meetings as home economics teachers were found in both High and Basic Schools. High School CPD was monitored by Subject Coordinators from Provincial Teachers’ Resource Centres who reported to the Provincial Education Office.

9. SELECTED DISTRICTS (CLARIFICATION) – JUSTIFICATION

SN	Name of District	Justification
1.	Livingstone	<ul style="list-style-type: none"> ◦ 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 which will provide support for SBCPD activities
2.	Kalomo	<ul style="list-style-type: none"> ◦ It is vast and mostly rural and has not received much support from cooperating partners
3.	Choma	<ul style="list-style-type: none"> ◦ 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
4.	Namwala	<ul style="list-style-type: none"> ◦ Poor performance of pupils in public examinations

5.	Itezhi Tezhi	<ul style="list-style-type: none"> ◦ High rates of pregnancies and absenteeism ◦ All schools in Namwala are rural while those in Itezhi Tezhi are rural and remote. Consequently teachers in these places do not easily access in-service training as compared to their counterparts along the line of rail who easily access information on available in-service programmes ◦ In the past the two districts have not received much support from other initiatives
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10. FINDINGS

1. Teachers had challenges in formulating agenda for CPD. This made some topics to be repeated and made the meetings less motivating and less frequent. A case in point was Namwala High School where the respondents wished there was more guidance on this. Upper basic teachers at St. Patrick's Basic School had a similar challenge.
2. Professional interface between high school teachers, basic school teachers and lecturers in colleges of education was lacking. Most teachers talked to did not think that they really needed the professional interaction with teachers from the other sector. This notwithstanding, High School cluster meetings were taking place.
3. There were variations in the attitude of teachers and administrators towards CPD. Some were satisfied with the status quo of CPD in the schools. Some felt that more could be done to strengthen what they were already doing while other felt that they could be motivated, for example, through payment of allowances.
4. Whereas districts conducted review and planning meetings, detailed sharing of information on CPD among the PEST, DEST, ZEST and the schools was rather weak. This was especially so considering that most District Resource Centre Coordinators did not regard high schools as part of their area of influence and therefore, could not report about them.
5. Although the team observed that monitoring of SBCPD was being done at the various levels, this was stronger in the basic schools where teachers and administrators were using the 'My Literacy Monitoring Book'. The team also observed that monitoring needed to be strengthened through use of purposefully designed monitoring instruments. Monitors at various levels of the CPD structure needed to understand and appreciate their role to effectively support the teachers and ensure success of initiatives. One other challenge observed was the lack of transport especially at resource centre level (Provincial, District and Zone levels) to institute effective follow up of programmes.
6. Record keeping in institutions visited requires strengthening. Most SIR and Log books were not updated and monitoring reports were not availed to the team.

Programmes of action were not displayed on the walls in most schools and resource centres.

7. There was no funding line to continuing professional development activities at Basic School level which made the implementation of CPD at this level difficult. The problem was more compounded at Zone centre school level which could not raise funds to monitor activities within the zone. Other levels did not have this challenge. However, the funding they received was not adequate for effective implementation of CPD activities.
8. College CPD was getting more established and was transforming the way lecturers taught. David Livingstone College of Education (DALICE) has a CPD Committee in place spearheading the CPD programmes. There was, however need to foster collaboration and collegiality among institutions within the province for greater outputs in education
9. *Anticipated strengths*
 - 9-1. Some schools such as Dambwa Basic in Livingstone, St. Patrick's in Choma have JOCVs who already have an understanding of lesson study and could help their colleagues in the schools where they were to develop skills in lesson study execution.
 - 9-2. The PEST has been trained in Action Research. Charles Lwangwa has spearheaded this initiative and has spread its influence to Livingstone, Kazungula, Siavonga and Gwembe.
 - 9-3. In colleges of Education such as David Livingstone College of Education VVOB was already supporting inset activities among lecturers.
 - 9-4. The fact that SPRINT SBCPD framework and management structure were in existence and still being used to channel interventions in the Ministry was strength in itself. There was general understanding of the operations of the structure and system.
 - 9-5. PTA appreciation of INSET through monitory support was perceived to be an area of strength despite the disparities between rural and urban PTAs.
 - 9-6. Despite the lack of specialised rooms, most Basic Schools have procured science kits and/or mobile laboratories to enhance the teaching of science.
10. *Anticipated challenges*
 - 10-1. Frequent monitoring of SBCPD activities in outlying districts such as Namwala and Itezhi Tezhi will be a challenge. The road to Itezhi Tezhi from Namwala is impassable during the rainy season.
 - 10-2. Monitoring of programmes due to lack of transport and inadequate funds may be affected unless the lower organs were strengthened to follow up and report the progress of initiatives.
 - 10-3. Specialised rooms to facilitate experimentation in the teaching of Science subjects were inadequate and where these were available, they were not adequately resourced. In Basic schools, the situation was more pronounced than in High Schools.
 - 10-4. Some schools in Namwala were understaffed

- 10-5. Large distances among schools coupled with sandy terrain may hinder successful clustering and implementation of programmes.
- 10-6. Most ZICs were on full teaching loads and expected to implement zone level activities. This was seen to be a very big challenge on the implementation and monitoring of the programme.

11. RECOMMENDATIONS

1. In order to revive SBCPD in the province, Lesson Study should be introduced as long as it is not viewed to be an end in itself, but that teachers and all stakeholders ought to commit themselves to realising positive results
2. The Provincial Education support team should create linkages with the District Education support teams in the management of CPD. In SBCPD, teacher resource centres will be expected to collect data from basic schools, high schools and colleges of education on the implementation of CPD. Such linkages should be established to promote sharing of information within and across districts so that the PEST and DEST would be able to apply focused interventions to improve delivery of lessons. As part of an effort to familiarise the DRCCs with CPD activities in the high schools, DRCCs should accompany the PRCC or EO-TED when the latter carry out CPD activities in the high schools.
3. The curriculum review being implemented in conjunction with stakeholders like Universities, and the Examinations Council should work at addressing the gap between colleges and school curriculum.
4. Districts should create professional interface between teachers in various sectors of education (i.e. basic and high schools and lecturers). This will promote sharing of ideas which may be inherent in some teachers regardless of their level of operation.
5. Considering that SBCPD through lesson study would be implemented within the existing SPRINT framework, high school teachers should have an understanding of the implementation framework. The PEST and DEST should coordinate their efforts to realise this. In this capacity development, formulation of CPD agenda for the term should also be addressed as well as record keeping.
6. In order to establish a successful CPD system, Whereas it is understood that there is a lot of pressure on the financial resources received at district and provincial level, one important move towards an establishment of a successful CPD in the province is ensuring that the resources budgeted for CPD are actually used for this purpose.
7. Various levels should lobby for increased funding to CPD, but that there should be more support to quality issues in future budgets for institutions to deliver to expectations. For example, SIMON visits especially at zone level were not implemented to expectations due to lack of transport. Zones should be provided with motorised transport to effectively monitor the activities within their jurisdiction.

8. The Zone Education Support Team is very critical to the success of INSET at school level. If the ZIC should actively engage in zone level activities administrators, should consider him or her for half the teaching load.
9. The qualifications framework and teaching profession should strengthen the use of Teacher In-service Credits.

12. CONCLUSION

It was evident that the current CPD management structures and system had a lot of potential and required an 'injection' of Lesson Study to revitalise it. Clearly also, in the area of mathematics and science, the challenges in terms of specialised rooms and teaching materials were seen to be a big challenge. This intervention, therefore, will be expected to make the difference through capacity building of teachers to improve their classroom practices.

The province will be able to make comparative analyses of performance and achievements between urban, rural and remote areas since in the choice of districts, these considerations were made.

13. APPENDICES

S/N	NAME	SEX	POST	STATION
1	Mr. Festus Mungo	M	PEO	PEO's office Livingstone
2	Mrs. Sakala	F	PESO	PEO's office Livingstone
3	Mrs. Kanondo	F	SESO-maths	PEO's office Livingstone
4	Mr. Lewis Chulu	M	SEO-Natural sciences	PEO's office Livingstone
5	Mr. Moonga Kabudula	M	EO-TED	PEO's office Livingstone
6	Mrs. Chuulu	F	SESO- Practical Subjects	PEO's office Livingstone
7	Mrs. R. Sitali Sitibekiso	F	PRCC-HS	Livingstone
8	Mrs. Muvwanga	F	PRCC-Basic	Livingstone
9	Mr. Muntanga	M	Deputy Head teacher	St. Raphael's Secondary School
10	Mr. Aaron Daka	M	HOD Languages/SIC	St. Raphaels High School
11	Ms. Vine Michelo	F	DRCC	Livingstone Teachers Resource Centre
12	Mr. Christopher Siamwenya	M	Head teacher	Dambwa Basic School
13	Ms. Imelda Mulongo	F		Dambwa Basic School
14		M		Dambwa Basic School
15	Ms. E.M. Zulu		Principal	David Livingstone College of Education
16	Mr. Kabanze		Vice principal	David Livingstone College of Education
17	Mr. P.C. Kayawe	M	INSET coordinator	David Livingstone College of Education
18	Mr. S. Hambokoma		DRCC	Kalomo DEBS office
19	Mrs. Jennifer Mbilikita		ESO- Special Education	Kalomo DEBS office
20	Mr. Samson Sakala		DESO	Kalo23mo DEBS office
21	Mr. Stephen Hamilemba		DEBS	Kalomo DEBS office
22	Mr. Bwaanga Shanangana		DESO	Choma DEBS office
23	Ms. Rita Mubita		DRCC	Choma DEBS office
24	Mr. Saint Sikanjiti		ESO-GI	Choma DEBS office
25	Mr. Mwandu Hector Hatimbula		PRCC-Basic	Choma PRC
26	Mr. Charles Ndeleki		PRCC-High Schools	Choma PRC
27	Mrs. Annie Bwembya Phiri			
28	Mr. Patrick Kakoma			St. Patrick's Basic School

S/N	NAME	SEX	POST	STATION
29	Mr. Richard Kawana			St. Patrick's Basic School
30	Mrs. Chinyama Solochi			St. Patrick's Basic School
31	Mrs. G. Muzyamba			St. Patrick's Basic School
32	Mrs. Joyce Hajila			St. Patrick's Basic School
33	Mrs. Mwaka Mwinga			St. Patrick's Basic School
34	Mrs. M.H. Katapazi			St. Patrick's Basic School
35	Mrs. Mulenga Mwape, M		D/Head	St. Patrick's Basic School
36	Mr. Bbenkele Patson		Head teacher	St. Patrick's Basic School
37	Mr. Amos Makasa		Head teacher	Namwala High School
38	Mr. Morgan Malambo			Namwala High School
39	Mrs. Regina Machenje Mboози		HOD Natural Sciences	Namwala High School
40	Mr. Central Mboози Muvuma		SIC	Namwala High School
41	Mr. Jean Muchenya		HOD maths	Namwala High School
42	Ms. Judith Pumulo		A/Head-teacher	Lubanga Shabongwe Basic School
43	Mr. Raphael Milumbe		ZIC	Lubanga Shabongwe Basic School
44	Mrs. Rachael Nabiwa		SHN- Focal point person	Lubanga Shabongwe Basic School
45	Mrs. Musonda Mushala		Guidance and Counselling Coordinator	Lubanga Shabongwe Basic School