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ABOUT THE EVALUATION

Evaluation year:	2003
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Country:	Zambia
Region:	Southern Africa
Theme/DAC sector:	113.20 Secondary Education

SUMMARY OF THE EVALUATION**Title of Evaluation Report:**

Review of the Christian Council of Zambia School Programme supported by Norwegian Church Aid

Background:

CCZ has been involved in the education sector as far back as the pre-colonial period. Education scholars and historians have noted that formal education in Zambia was introduced and established by Early Christian Missionaries whose original and overall objective was to develop a small cadre of literate Africans who could help with evangelization and conversion of the local Africans to Christianity. The Education programmes then centered on provision of literacy skills, Christian values and hygiene. Various curricula was provided by various Christian Missions. The overall objective of the Early Christian Education was designed to win over converts. As a result, the different Christian Missionary Societies competed for new converts by establishing schools. Provision of Education thus became a means of or a strategy for winning over new converts to the different Christian denominations. In consequence, there was no common curriculum and standards expected of the graduates of the early Christian Missionary Education.

Movement towards a common curricula and common educational standards had to wait until the mid 1930's when the Government became involved in the provision of education to the local population. Government involvement in the education sector was initially, however, very low key, and because the country was considered poor and the government did not want to see the emergence of literate, but unemployed Africans. The Government thus encouraged continued involvement of the Christian Missionaries in the provision of education and concentrated its efforts on the development of a common curriculum and raising the academic standards. It should be noted that Government became particularly keen on African education only after the emergence of a sizable copper mining industry on the Copperbelt, which brought about a need for some Africans to do some low grade clerical work, since technical and professional work was reserved for Europeans at the time.

To ensure improved academic standards and exposure of African children to a common curriculum, the Government introduced grants to Christian Missionary Schools, which adopted a common curriculum and engaged trained teachers. The need for trained teachers prompted the much smaller Protestant Christian Missions to begin cooperating with one another rather than competing particularly with regard to the training of teachers for their schools. To that end, the Protestant Christian Missionaries under the Christian Council of Zambia established David Livingstone and Malcolm Moffat Teacher Training Colleges in Livingstone and Serenje respectively, which the much larger Roman Catholic Church established its own Charles Lwanga Teacher Training College in Monze to train teachers for its schools.

Purpose/ Objective:

The objectives of the review of CCZ School Programme were set out in the terms of reference given to the independent Review Team by the NCA and CCZ. The objective was to assess/review the programme to make sure that CCZ and NCA were at the right track and to give recommendations for the way forward. The review reviewed the background of the new BESSIP education system in

Zambia, background for CCZ's involvement in the school programme and how CCZ proceeded with this challenge. Specifically, the review team assessed the rehabilitation programme (procedures for how to select schools among the member churches, procedures on how to select between different entrepreneurs and follow up of renovations done, maintenance of buildings), Competence building of CCZ involving planning process leading up to a strategy for Capacity Building, workshops for the capacity building and the role of partners (CCZ and partners, college and staff), the role of Government as well as levels of capacity building and the type of courses used, competence building and subjects), selection of students, issues of sustainability and use of external consultancies. Overall, the review compared the Ministry of Education plans with those of the Christian Council of Zambia. Based on all the findings from the review, the Team of Reviewers were requested to provide conclusions, recommendations and the way forward.

Methodology:

The independent Reviewers were supported by the Education Secretary of the Christian Council of Zambia who helped them clarify the Terms of Reference and provided background information on the CCZ School programme. The Education Secretary also accompanied the Review Team to the education institutions that were selected for the data collection by the Review Team. The data collection exercise was chiefly done through interviews and focus group discussions. The Review team sought to establish the processes engaged to implement the rehabilitation and the capacity building programmes. The team was further requested to establish impacts of the Capacity Building programmes.

Key Findings:

1. The capacity building programme had been undertaken and was based on the interest and possession of good ordinary level grades in the subject specialization. To be admitted to the Capacity Building programme, trainee teachers need at least a credit (5-6) in the preferred subject for specialization for both male and female teachers. Gender was considered in the selection criteria using different lists for male and female trainee teachers to ensure equity.
2. Trainee teachers' participation in Capacity Building (CB) Programme entails extra academic work, as it is carried with the Zambia Teacher Education Course (ZATEC) programme which prepares them for teaching the lower and Middle basic school classes. The CB classes are, nevertheless, only held when the ZATEC classes are not in session, between 14.00 and 16.00hrs to ensure effective participation of trainee teachers who may not be resident on the college campus. To effectively cover the capacity building syllabus, additional classes are held during the holidays when the ZATEC programme is on recess.
3. The CB classes have only been made possible by the financial support of NCA and not least, the CCZ, as funds from NCA were often received late. Without financial support from NCA, however, it would not have been possible to have the capacity building programme, as there would have been no money for feeding the students during ZATEC holidays when the CB classes were held on full-time basis. The funds provided by NCA have also been critical to payment of allowances to the lecturers involved in the CB programme.
4. Capacity Building Programme has however been limited to the core basic school subjects namely: Education (Teaching Methods), English, Mathematics, Sciences, History, Geography, Civics and Religious Education. Industrial Arts, Music, and Home Economics have been excluded from the Capacity Building Classes because of the absence of the qualified lecturers who could teach at the Diploma level. In addition, there seems to be no urgency to include these subjects in the capacity building programme, because they are not considered as part of the core curriculum, as not every school is obliged to offer them.
5. There were limited numbers of qualified lecturers with relevant qualifications. The training programme was thus appreciated by the teachers, Lecturers lack confidence and competence in their delivery of the education programmes as evidenced by the complaints from the students. This situation was worsened by the lack of/inadequate teaching/learning materials. The students singled out Mathematics and Science subjects and Geography as the subjects that had hardly any teaching/learning materials. The Lecturers thus appreciated the training programme.
6. Although Lecturers involved in capacity building programme appeared not to have seriously thought about the future of the programme compared to the students, the assessment of the staffing situation showed that Government needed to provide more teachers at the upper basics level especially for the autonomous community schools. The community schools emerged out of the policy of cost sharing, which adversely affected educational opportunities

- of disadvantaged children, such as orphans and vulnerable children coming from very poor families and households. The policy of providing universal basic education thus entails an increase in the number of children who would be expecting to get into the upper basic classes that already have a critical shortage of teachers. The need for more teachers capable of handling the upper basic classes cannot therefore be overemphasized.
7. With regard to the immediate future of the programme, some resources ought to be provided to the programme to ensure that at least the current crop of students complete the programme. Efforts to make the programme part of the permanent college programmes also ought to be investigated, because the programme is a response to the real need in the Zambian education sector. Any effort directed at adopting the programme as a permanent feature of the two colleges would have addressed the need for official certification. It is important to provide officially and academically valid certificates for the programme. It is probable that some serving teachers and the trainee teachers would be willing to pay for the programme as long as the programme offers a valid certificate that would further their careers.
 8. The expansion of primary schools through self help initiatives did not provide appropriate housing and other support infrastructure for teachers. Failure to provide housing and other support infrastructure for teachers in schools built on self-help basis made such schools unattractive to trained and experienced teachers. In consequence, educational authorities found it difficult to provide trained teachers to such schools. The review found that schools built on self help basis and rural schools in general lacked most of the social infrastructure and services that teachers in urban areas took for granted. In consequence, rural schools and those built on self-help basis in particular found it difficult to attract and retain trained and experienced teachers.
 9. CCZ has been undertaking infrastructure development and rehabilitation of schools. The rehabilitation work was affected by delayed disbursement of funding by NCA, poor quality of work due to poor workmanship due to the low levels of education of the contractors who were semi-skilled. Monitoring and communication of the rehabilitation work was considered poor. Preventive maintenance varied from school to school and should be improved. Preventive Maintenance was thus found a big challenge for education institutions.

Summary of Recommendations

In the light of the findings, the following recommendations were given:

1. No more resources should be allocated to the capacity Building Programme and no new trainees should be admitted before the programme is properly recognized by the Government with an official certificate of qualification being offered. However, resources should be availed to enable the current crop of trainees to complete the programme.
2. Pending on the official certification, the final abolishment of the ZATEC programme, and the speed of the implementation of a Diploma Programme for teacher training, the Capacity Building Programme should continue on a cost share basis.
3. The Colleges should better inform the local educational authorities about the programme in order to secure that the trainees in fact teach grade 8 and 9, and, thus ensuring that the programme plays its intended role without any hindrance due to ignorance of the programme.
4. The CCZ and its colleges should use the experience from the Capacity Building programme to prepare for the implementation of the Diploma Programme that will replace the current ZATEC programme. This would include: a) Development of an adequate infrastructure for the effective science education, in particular investments in science laboratories; b) Provision of sufficient number of adequate and updated textbooks in all the subjects offered, and an assessment of the feasibility of providing computers, printers and internet connection for the purpose of easy access of teaching and learning materials, and; c) Recruitment of more lecturers trained to appropriate levels and redeployment of those without the required qualifications.
5. In order to improve preventive maintenance systems at the education institutions, CCZ should assist the schools in the development of the production units, which enable them to release financial resources for preventive maintenance and development of the infrastructures.
6. In order to avoid expensive and ad hoc solutions to major repairs and cyclical replacements, CCZ should assist the schools in identifying the expected lifespan of installments and structures for the purpose of long-term planning and budgeting.

7. CCZ should develop an educational policy on the many community based schools established and run by congregations of its member churches.

Comments from Norwegian Church Aid (if any):

As a result of the review, NCA has suspended support to the Capacity Building programme in both training colleges until such a time that the programme is officially recognised by Government and or linked to the other teacher training institutions such as University of Zambia or Chalimbana In-service Teacher Training College. The support to infrastructure rehabilitation and development shall continue as an aspect of improvement of quality of teaching and learning environment. The other future support shall address provision of educational materials, improving the capacity of CCZ as an organisation in its role as a provider of education. This implies that CCZ has to strategically position itself and acquire relevant competencies and skills as a development actor within the education sector in Zambia.

**REVIEW OF
THE CHRISTIAN COUNCIL OF ZAMBIA
SCHOOL PROGRAMME
SUPPORTED BY
NORWEGIAN CHURCH AID**

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The team appreciate the confidence the Norwegian Church Aid has shown by entrusting it reviewing the CCZ school program. Finally, it should be noted that while we are indebted to so many people and organisations, we remain responsible for the opinions expressed in the report and indeed any limitations and omissions that might be contained herein.

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- Appendix III: Documents pertaining to rehabilitation programme and Preventive Maintenance Systems: Review report of secondary schools, Development plan of Chipembi Girls' Secondary School, Charts of Preventive Maintenance Systems at school level, and list of senior mission secondary schools invited to seminar on PMS in 1996.
- Appendix IV: Terms of Referents



List of Abbreviations

BESSIP	Basic Education Sub-Sector Investment Programme
CCZ	Christian Council of Zambia
CB	CCZ Capacity Building Program
CBS	Community Based Schools
DLTTC	David Livingstone Teacher Training College
IMF	International Monetary Fund
INESOR	Institute of Economic and Social Research
MMTTC	Malcolm Moffat Teacher Training College
MoE	Ministry of Education
MoFNP	Ministry of Finance and National Planning
NCA	Norwegian Church Aid
NISTCOL	National In-Service Teacher College
NORAD	Norwegian Agency for Development Cooperation
OVC	Orphans and Vulnerable Children
PMS	Preventive Maintenance System
PTA	Parents Teachers Association
SWAP	Sector-Wide Approaches
TTC	Teacher Training College
ZATEC	Zambia Teacher Education Course
ZEPIU	Zambia Education Projects Implementation Unit
UNZA	University of Zambia



EXECUTIVE SUMMARY

Mirroring economic recession that began in the mid 1970s, the education sector of Zambia deteriorated significantly in the 1980s and the 1990s. The crisis was manifest at many levels, such as stagnant enrolments rates and poor learning outcomes, high attrition rates and poor recruitment to the teaching profession, lack of adequate teaching material, inadequate programmes to help disadvantaged children, and dilapidated classrooms and other school infrastructures. Responding to the myriads of problems facing the education sector, the Zambian academia and the Government began in the mid 1990s to articulate a policy on education. This resulted in the issuance of the document *Educating Our Future: National Policy on Education* that identified problems, specified goals, and suggested strategies to reach them. The document was adopted as a national policy by the Parliament in 1996. Between 1996 and 1998, the Government developed on the basis of the document and in close relationship with the donor community, a sector-wide approach to reform the education sector. The chief instrument of the reform is a national program on basic education (BESSIP: Basic Education Sub-Sector Investment Programme). The two main objectives of the programme are to increase enrolment and improve learning outcomes. The programme includes eight components: instruction materials, teacher development and deployment, school health and nutrition, equity, infrastructure, curriculum development, capacity building and decentralisation, and management of the programme. The education reforms also include shifting from a Primary School system, to a Basic School system which offers grades 1-9. As a response to the increasing teacher pupil ratio, the Government introduced a temporary stop gap measure in the form of an intensive teacher training programme, called Zambia Teacher Education Course (ZATEC). The course qualifies trainees to teach grade 1 to 7 within two years; one year with regular classes at a college and the second year in practice at a school.

The Government of Zambia has also recognised that they cannot achieve their national goals in education without the cooperation of the Zambian civil society, including the Christian Churches which historically has played a crucial role in the development of the education system in Zambia. In an expansive moment of the public school system in the immediate post-independent period, most Christian Missionary Societies and the protestant societies in particular handed over a large proportion of their schools to the Government on account of rising costs of maintaining them against declining incomes as funds from abroad declined with the attainment of political independence. However, in the mid 1990s, the Government that came into power in 1991 began a process of transferring the schools back to the Churches, as part of their much more liberal approach to the social sectors which allowed for a greater role of the civil society in service delivery.

It was against this background that the Norwegian Church Aid requested an assessment of the possibilities of the Christian Council of Zambia (their main cooperative partner in development work in Zambia) and related churches for an increased involvement in the education sector. The assessment recommended the following three programs for the period 5 year period of 1998-2002:



- Rehabilitation of infrastructures of the two Teacher Training Colleges managed by CCZ (David Livingstone and Malcolm Moffat), and a pilot training course at the same colleges to upgrade Primary School teachers to teach at Basic Schools.
- A pilot rehabilitation project of a secondary boarding school
- Organisational development programme to strengthen the education desks at both CCZ and NCA in order to manage the programmes

By the end of the programme period, CCZ had with funds availed by NCA rehabilitated parts of the infrastructure of the two Teacher Training Colleges and 6 Secondary Schools managed by their member churches (including the school singled out as a pilot project). All the education institutions selected for rehabilitation are boarding schools, and priority was given to the living conditions for the boarders, i.e. dormitories and dining facilities as these after an initial survey turned out to be the most neglected and dilapidated structures of the schools. However, a number of other structures were also rehabilitated at the colleges and the pilot secondary school, such as classroom blocks, administration blocs, chapels etc.

The capacity building program at the Teacher Training Colleges took the form of extra-tutorial classes in a number of subjects for the trainees under the ZATEC programme, enabling them to teach the upper basic grades (8 and 9), which, for a number of reasons, lacked adequately trained teachers.

At the end of the programme period, two independent institutional analysts were engaged by NCA to review together with the Educational Secretary of CCZ the implementation of the capacity building program, and the rehabilitation program with a focus on the future sustainability of the programs. The review team visited the two Teachers Training Colleges to discuss with staff and students the successes and problems of the capacity building programme. To review the rehabilitation programme, the team also visited Choma Secondary School in Southern Province, and Chipembi Girls' Secondary School in Central Province, which is the school that had been selected for the pilot project.

With regard to the Capacity Building programme, extra-tutorial classes were offered in the core basic school subjects. Trainees had been admitted to the Capacity Building Programme on the basis of interest and possession of good ordinary level grades in the subject of specialisation. The programme had also maintained equity in admission of students, admitting an equal number of male and female trainees.

The review team found that the Capacity Building programme has many promising attributes, but that it also faces many challenges. Judging from focus group discussions with trainees, the sciences and geography classes had not been taught effectively. This can be attributed to lack of adequate teaching material and appropriate laboratories at the two colleges, and possibly inadequately trained lecturers. The most professionally profitable subject appeared to be Teaching Methods, as the trainees could employ them at all the levels they taught in their year of practise. The curriculum and syllabus of Teaching Methods are severely curtailed under the ZATEC programme.



The greatest challenge the programme faces, however, is lack of recognition by the Government. The trainees that complete the programme receive a certificate of attendance by CCZ, and not an official certificate of academic qualification which could further their education and professional careers. Lack of recognition has also a direct bearing on the self-sustainability of the Capacity Building program. CCZ and their Colleges have not developed a plan for sustaining the programme after the external aid is phased out. Nevertheless, the programme could be self-sustainable on the basis of cost sharing. However, the students are only prepared to pay for the programme if it offers an official recognised qualification that would be higher than the certificate offered under ZATEC.

The future of the programme is also critically depending on the plans of the Ministry of Education for teacher training. The Ministry aims at abolishing the ZATEC program in the not too distant future and replace it with a Diploma programme that will train teachers for the entire basic school curriculum, which would make the Capacity Building programme redundant. Preparing for the Diploma programme, the Ministry is currently introducing Diploma courses in a limited number of subjects at selected TTCs, including David Livingstone. In this context, the Capacity Programme may be viewed as a pilot programme that to a certain extent have prepared the two CCZ owned colleges for the expected Diploma programme: It has offered useful lessons by exposing their inherent weaknesses as far as provision of training at Diploma level is concerned.

With regard to the implementation of the rehabilitation programme, the management and staff at the schools visited by the review team expressed gratitude for the resources availed for rehabilitation program. They were also, in general, content with the way the rehabilitation had been organised from the CCZ Secretariat. They also expressed that they felt they had made an impact on the rehabilitation from their own interests and perspectives (through committees established each school to monitor the progression of the work, and through site inspections carried with officials of the contracted companies, and the Educational Secretary of CCZ).

The construction followed standard procedures and contracts for construction work in Zambia, and it is the general opinion of the review team that the implementation of the rehabilitation programme proceeded, with one significant exception, without problems beyond what one would expect from construction projects of this scale. The most problematic issue in the implementation of the rehabilitation programme was discontinuities in the work due to the failure of CCZ to pay construction companies at the fixed dates specified in the contracts. This was a result of late transfer of funds from NCA. Neither CCZ nor its member churches possess necessary financial buffers to tackle their obligations when funds from donors are delayed. It is therefore recommended that CCZ and NCA jointly identify the bottlenecks in their administrative routines that cause delays in the management and transfer of funds for the purpose of avoiding discontinuities of programmes in their future cooperation.

Maintaining the rehabilitated structures at an adequate standard is a main concern for education institutions managed by CCZ and its member churches. A Preventive Maintenance System is, by instruction of the Ministry of Education, implemented at education institutions nationwide. However, schools differ with regard to how



successfully they manage to carry out preventive maintenance. The major challenge is economical; there is no specific budget line for maintenance on the annual school budgets. In general they use the utility account, and funds may be reallocated to more pressing issues. However, the schools visited by the review team had introduced a maintenance fee for the students, and a rent on the staff houses earmarked for maintenance. They had also adopted the principle that students should pay for repairs of any damaged they had caused, either by accident or design.

The most successful education institution with regard to maintenance is Chipembi Girls' Secondary School, the original pilot for the rehabilitation program. The school had not only maintained and improved on the rehabilitated restructured, but also embarked on an ambitious development plan. The single most significant factor behind their success is that they can feed all of their boarders from own produce, and therefore can release financial resources initially allocated for food security for the student. Under no other circumstance can these resources be reallocated. The success of Chipembi in this regard has given them quite a favourable reputation. It functions as a yard stick for all other CCZ managed schools, and is used as a model school by the Provincial Educational Officer of Lusaka Province.

However, the PMS is not without its problems, even so at Chipembi. Major repairs and cyclical replacement (e.g. of technical installations) are approached on an ad hoc basis; not planned for or budgeted for which may cause disruption in the supply of water, electricity etc. The standard PMS should entail more long-term planning for major repairs and cyclical replacements.



1.0 INTRODUCTION

The Christian Council of Zambia (CCZ) School Programme supported by the Norwegian Church Aid (NCA) was an attempt to address some of the most pressing needs in the education sector in general and the grant-aided education institutions provided by the CCZ and its affiliate protestant Christian churches in particular. The CCZ school programme primarily focussed on infrastructure rehabilitation and capacity building. To understand the reasons for focusing on infrastructure rehabilitation and capacity building aimed at increasing the number of teachers capable of teaching the upper basic school grades (i.e. grades 8 and 9), it is essential to delve into the recent history of the education sector in Zambia. However, the upper basic school classes lack adequately trained teachers due to a number of factors. These include: the rapid expansion of the upper basic school classes; and loss of trained teachers due to emigration (brain drain) to neighbouring countries that pay much higher salaries than those obtained in Zambia, high retirement rates, and increased mortality due to higher HIV/AIDS prevalence amongst teachers in Zambia. To put the problems that have adversely affected development of the education sector and those that ought to be addressed into context, a brief background to the Zambian education system and its development is essential. The brief background would also shed some light on why and how the CCZ and its affiliates and other Christian Churches got involved in the provision of education and indeed the need for them to continue providing the education services they have rendered to children in Zambia since the 1920s when formal education in the then Northern Rhodesia as Zambia was then called begun in earnest. The processes the CCZ and the grant-aided education institutions that received NCA aid went through in undertaking the rehabilitation of the infrastructure and enhancement of teaching capacity at the upper basic school level are also reviewed. The criteria used to select the education institutions that were included in the rehabilitation programme and the capacity building programme is also discussed. The review of the CCZ school programme supported by the NCA is, therefore, divided into five sections. The first section outlines the objectives of the review and the techniques used to collect data needed to address the objectives of the review. The second section presents the historical background to the CCZ school program, while the third and fourth section presents and discusses the findings of the review. A final section summarises the recommendations pertaining to the future of



the CCZ school programme with special focus on sustainable management and development of the CCZ school programme.

2.0 OBJECTIVES OF THE REVIEW OF THE CCZ SCHOOL PROGRAMME

The objectives of the Review of the CCZ School Programme were set out in the terms of reference given to the Independent Review Team by the NCA and the CCZ. A copy of the said Terms of Reference is given as Appendix IV. The Independent Review Team was made up of two institutional development analysts drawn from the Diakonhjemmet College, Oslo, Norway and the Institute of Economic and Social Research at the University of Zambia. The two independent reviewers were supported by the Education Secretary of the Christian Council of Zambia, who helped clarify the Terms of Reference and provided background information on the CCZ school programme. The Education Secretary also accompanied the Review Team to the education institutions that were selected for data collection by the Review Team, and provided the narrative report of the CCZ school program, enclosed as Appendix I. The data collection exercise (chiefly done through interviews and focus group discussions) primarily sought to establish the processes engaged to implement the rehabilitation and the capacity building programmes. The reviewers also sought to establish impacts of the Capacity Building programmes.

3.0 BACKGROUND TO THE CCZ SCHOOL PROGRAMME

To understand the involvement of the CCZ in the education sector, we have to delve into the history of education in Zambia. Educational scholars and historians have noted that formal education in Zambia was introduced and established by early Christian Missionaries (see, for example, Snelson, 1974; Tiberondwa, 1978; and Carmody, 1999). The initial or original overall objective of the early Christian Missionary education was to develop a small cadre of literate Africans who could help with evangelisation and conversion of the local population to Christianity. It was thus centred on provision of literacy skills, Christian values and hygiene. Different Christian Missions thus had different curricular. However, early Christian missionary education was on the whole designed to win over new converts. As a result, the different Christian Missionary Societies competed for new converts by establishing schools. Provision of education thus became a means of or strategy for winning over new converts to the different Christian denominations. In consequence, there was no



common curriculum and common standards expected of the graduates of the early Christian Missionary education. Movement towards a common curriculum and common educational standards had to wait until the mid 1930s when the Government became involved in the provision of education to the local population. Government involvement in the education sector was initially, however, very low key, because the country was considered poor and the Government did not want to see the emergence of literate, but unemployed Africans. The Government thus encouraged continued involvement of the Christian Missionaries in the provision of education and concentrated its efforts on the development of a common curriculum and raising the academic standards. It should be noted that Government became particularly keen on African education only after the emergence of a sizable copper mining industry on the Copperbelt, which brought about a need for some Africans to do some low-grade clerical work, since technical and professional work was reserved for Europeans at the time.

To ensure improved academic standards and exposure of African children to a common curriculum, the Government introduced grants to Christian Missionary Schools, which adopted a common curriculum and engaged trained teachers. The need for trained teachers prompted the much smaller Protestant Christian Missions to begin cooperating with one another rather competing particularly with regard to the training of teachers for their schools. To that end, the Protestant Christian Missionaries under the Christian Council of Zambia established David Livingstone and Malcolm Moffat Teacher Training Colleges in Livingstone and Serenje respectively, while the much larger Roman Catholic Church established its own Charles Lwanga Teacher Training College in Monze to train teachers for its schools.

Although the immediate post independence period brought about greater Government involvement and commitment to provision of education to all children of school going age in Zambia, it also brought many challenges for the Christian Missionary Societies, because attainment of political independence also resulted in the loosening of ties between the Christian Societies in Europe and the United States that had helped found the different Christian Missionary Societies and their schools. All the different Christian Societies therefore had to reorganise themselves as autonomous bodies with their own local leadership and clergy rather being appendages of established churches



in Europe and the United States. The quest for new independent status and continued involvement in provision of education proved very costly for all the churches and the smaller churches in particular. In consequence, the churches handed over their Primary Schools to the new African nationalist Government, which was eager to increase the educational opportunities and make up for years of neglect under colonial rule. Most churches, however, retained the Secondary Schools, because it was considered important for the Christian Churches to continue being involved in the moulding of the character of young people through involvement in education provision. In addition, there was public demand for continued involvement of the Christian Churches in the provision of education. The public demand was largely due to the fact that schools managed by the Christian Churches in Zambia had established a good reputation for discipline and excellent academic results and the public wanted the church run schools to continue and thereby set the standards for the rapidly growing state managed (public) schools. Continued involvement of the Christian Churches in education provision was thus also supported by the Government, which undertook to continue providing grants to the schools managed by the Christian Churches. The Secondary Schools and the Teacher's Training Colleges that remained under the control of the Christian Churches are therefore run as grant-aided educational institutions. The Government provides grants for running these educational institutions and pays the salaries of the teachers and lecturers. The Christian Churches, however, manage the affairs of the schools and are heavily involved in the selection of the heads of these schools.

Due to limited resources available to the Christian Churches, the grant-aided education institutions they managed did not escape the problems of inadequate maintenance that afflicted education institutions in Zambia, particularly after the onset of the economic crisis that began in 1973 and culminated in the adoption of the austerity economic reforms championed by the International Monetary Fund (IMF) and the International Bank for Reconstruction and Development (World Bank) in the early 1980s. Adoption of these economic policies worsened the provision of resources to schools in Zambia, as they led to excessive reduction of budgets of the so-called social sectors, which includes education and health sectors. The economic austerity programme thus worsened the degradation of the education infrastructure, erosion of teachers' wages and lack of teaching aids. Each of these factors in turn worsened the



condition of the education sector and undermined the quality of education. The economic austerity also undermined equity and access to education. The erosion of teacher's salaries also set in motion a brain drain from Zambia to neighbouring countries with much stronger economies that allowed teachers to maintain "acceptable" living standards. The neglect of education under the macro-economic reforms supported by the international financial institutions thus resulted in loss of teachers to other countries. The loss of teachers has, however, been worsened by a high retirement rates, and high incidence of HIV/AIDS infections. The loss of teachers to HIV/AIDS related deaths alone has been put at 1600 trained teachers a year, when the Teachers Training Colleges currently under the ZATEC program only put out about 4000 Teachers a year (MoE 2002a:41).

To salvage education in Zambia there has been a review of the education policies and financing. The Government has recognised the importance of education for sustained social and economic development, as well as its lack of capacity to provide adequate resources to education. The Government, nevertheless, seeks to provide at least seven years basic education to all children. It has also adopted the policy of cost sharing for upper basic, high school and post high school levels. The Zambian education system can be divided into five tiers, consisting of: Lower, Middle, and Upper Basic Schools; High Schools; and Tertiary Education Institutions. The Lower Basic Schools consist of grades one to four and caters for children ideally aged 7 to 10, while Middle Basic caters for grades five to seven and caters for children aged 11 to 13. Upper Basic consists of grades eight and nine and caters for children aged 14 to 15. High Schools consist of grades ten to twelve and cater for young people aged 16 to 18. The tertiary education institutions consist of Technical and Vocational Trades Schools, Colleges for teachers and other technical personnel, for example, technicians, nurses, and medical assistants and Universities. The long-term vision of the Government, however, is to have a three-tier education system consisting of basic and high schools as well as tertiary education institutions.

Although all tiers of the Zambian education system have been adversely affected by the economic and social crisis that has engulfed Zambia, academic inadequacies or weaknesses at the lower levels tend to have an impact on the life long learning capacity of the affected children. They are in fact very difficult to remedy at higher



levels. Sound basic education is therefore critical to higher education and life-long learning, because it provides a platform for subsequent higher education. The economic and social crisis that Zambia continues to endure has resulted in a gradual loss of teachers at lower levels to both factors already alluded to and to the need to provide teachers for higher levels, which have particularly been worst hit by the brain drain to other countries and other sectors within the country. The end result is a widespread lack of trained teachers in less accessible rural areas in general and increasingly at the upper basic levels in particular. The shortage of trained teachers at the upper basic level is particularly worse, because the majority of graduate teachers who are trained to teach the High School classes do not generally take up appointments in the teaching service, while those who do generally leave the teaching service within a few years. In consequence, Diploma holders in Education, who are trained to teach the upper basic classes, tend to move up and teach the high schools classes. This movement of Diploma holders to the high school classes, however, robs the upper basic classes of appropriately trained teachers. As a result, teachers trained to teach in middle and lower basic are seconded to the upper basic classes.

Unfortunately, trained teachers for the lower and middle basic school classes have not had any training in handling upper basic classes. Hence, they are not likely to handle these classes very effectively thereby undermining the quality of education at the upper basic level. The capacity building programme that has been running at David Livingstone and Malclom Moffat Teacher Training Colleges since 1999 is, therefore, a response to the dire need for trained teachers at the upper basic level (grades eight and nine). Similarly, the infrastructure rehabilitation programme undertaken by the CCZ with the support of NCA was designed to restore the educational infrastructure in the education institutions managed by the CCZ and its member churches.

4.0 IMPLEMENTATION OF THE CAPACITY BUILDING PROGRAMME

The idea of establishing a Capacity Building Programme in the two colleges managed by the CCZ was born in a brain storming exercise at one of the annual meeting of the Lecturers of the two colleges. Its implementation was, however, spearheaded by a Task Force consisting of three lecturers from each of the colleges. The aim of the capacity building programme was to equip about 25 trainee teachers being trained to handle lower and middle basic classes in each college every year with skills to handle the upper basic classes.



Participation in the Capacity Building programme is based on interest and possession of good ordinary level grades in the subject of specialisation. Thus, to be admitted to the Capacity Building programme, trainee teachers ought to have at least a credit (i.e. grades 5-6) in the preferred subject for specialisation. The programme also seeks to equip an equal number of male and female teachers with skills for handling the upper basic classes. Participants for the capacity building programme are thus selected from different lists for male and female trainee teachers to ensure that males and females are equally represented on the programme.

The trainee teachers' participation in the Capacity Building Programme entails extra academic work, as it is carried out concurrently with the ZATEC programme, which prepares them for teaching the lower and middle basic school classes. The Capacity Building classes are, nevertheless, only held when the ZATEC classes are not in session. The classes are held at least twice in a week during the term. They are, however, conducted between 14:00 and 16:00hrs to ensure effective participation of trainee teachers who may not be resident on the college campuses. To effectively cover the capacity building syllabus, additional classes are held during the holidays when the ZATEC programme is on recess. These classes have only been made possible by the financial support of the NCA and not least the CCZ, as funds from NCA were often received late. Without the financial support of the NCA, however, it would not have been possible to have the capacity building programme, as there would have been no money for feeding the students during ZATEC holidays when the capacity building classes are held on a full-time basis. The funds provided by the NCA have also been critical to payment of allowances to the Lecturers involved in the capacity building programme.

The capacity building programme has, however, been limited to the core basic school subjects. These are Education (Teaching Methods), English, Mathematics, Sciences, History, Geography, Civics and Religious Education. The industrial arts, music and home economics have been excluded from the Capacity Building Classes, because of absence of qualified lecturers who could teach at the Diploma level. In addition, there seems to be no urgency to include these subjects in the capacity building programme,



because they are not considered as part of the core school curriculum, as not every school is obliged to offer them.

Exclusion of these subjects has, however, made the affected lecturers rather unhappy, even though not all lecturers in the two colleges are supposed to be involved in teaching the capacity building classes. Ideally, only lecturers with at least a Masters Degree in the subjects offered under the capacity building programme are supposed to teach these Classes, because the material involved is at the Diploma level. However, the number of lecturers with at least a Master Degree in the two colleges is not very high and more so in mathematics and the science disciplines. As a result, there are doubts about the extent to which possession of a Masters degree is a pre-requisite to teaching the capacity building classes. The doubts were confirmed by complaints from students in both colleges that some of the lecturers particularly in the sciences did not handle the classes competently. This need not be surprising because very few lecturers in the two colleges have Bachelors Degrees and post graduate training in the sciences. The situation was made worse by lack of and/or inadequate access to teaching materials. The students, however, singled out mathematics and other science subjects, as well as geography as the subjects that had had hardly any teaching/learning materials.

The lecturers coordinating the capacity building programme in both colleges were, however, confident that the programme was preparing teachers who could competently handle the upper basic classes. Emphasis on provision of appropriate teaching methods was singled out as the main strength of the programme. To that end, the lecturers reported that basic school head teachers and District Education Officers who were aware of the capacity building programme, were preferring the trainee teachers who had been through the programme. The enthusiasm for trainee teachers who had been through the capacity building programme was, however, by no means universal, as some trainee teachers who were doing their teaching practice complained about not being given the upper basic school classes to enable put in practice what they had learnt under the programme. As a result, the students were of the view that they ought to be given introductory letters when going for teaching practice, which should specifically state that they had been trained to teach the upper basic school



classes to ensure they were given the opportunity to practice what they had learnt under the programme.

The capacity building programme was also not able to effectively teach the sciences and geography, because of lack of appropriate laboratories in the two colleges. Given that the science subjects also lacked teaching materials, it is fair to note that the capacity building programme is quite weak in preparing the trainee teachers for teaching the science subjects. Thus, it is fair to note that the science classes are not as effectively taught as the other subjects taught under the capacity building programme. To raise the standards of teaching the sciences under the capacity programme would require not only provision of teaching and learning materials, but provision of essential infrastructure and particularly well equipped laboratories and materials.

4.1 Discussion of the Impact of the Capacity Building Programme

The capacity building programme was an attempt by the CCZ and the teaching staff of its two Teacher Training colleges to respond to a felt need in upper basic schools, which have experienced a particularly acute shortage of trained teachers. This shortage is particularly acute in rural and less accessible schools. Given that the non-poor in Zambia are concentrated in urban areas, which also have a smaller proportion of the poor at 56% compared to 83% in rural areas (MoFNP 2002), it is likely that it is predominantly already disadvantaged children of the poor who are being denied good quality upper basic education through absence or lack of appropriately trained teachers. The Ministry of Education has, for example, attributed under achievement of rural children to lack of access to pre-school education. There are, however, many other factors at play including not being taught by appropriately trained teachers and lack of access to other educational facilities, such as public libraries and print and electronic media including newspapers, radio, and television respectively. Furthermore, since the upper basic level of education lays the foundation for high school and even technical and professional training, poor upper basic education is likely to result in poor preparation for the subsequent higher education levels. Above all, since there are progressively fewer school places at higher tiers of the Zambian education system children who are not taught by appropriately trained teachers at upper basic level are denied equal opportunities of competing for the fewer high school places and subsequent tertiary education. The capacity building programme the



CCZ embarked on with the support of the NCA, therefore, goes some way towards ameliorating the inequity of some children being taught by ill prepared teachers. The programme also supports Zambia's educational objectives of promoting equity in education provision and improving access to higher education for disadvantaged children who are more likely to be concentrated in rural and remote schools, which are generally not able to attract trained teachers for the upper basic level. By training teachers who are likely to work in the remote and rural upper basic schools, the capacity building programme also addresses the need to improve the quality of education, which have not been adequately addressed by the Basic Education Sub-Sector Investment Programme (BESSIP) along with decentralisation (see MoE 2002b).

Although the capacity building programme has many positive attributes, it is also faced by many challenges. To begin with its long-term future was by no means clear. Students, however, found the programme not only interesting for the knowledge that was imparted to them, but they also saw the programme as providing an opportunity for furthering their education. They were, however, dismayed by lack of recognition of the programme by the Government in that the programmed does not offer any officially recognised qualification, as students would only receive certificates of attendance rather an academic qualification, which might further their teaching and other professional careers. Despite the problem of lack of official recognition of the programme, the students were emphatic that the programme was useful, especially in the light of the widespread shortage of teachers at the upper basic school level.

The students who were involved in the capacity building programme thus implored the Government to adopt the programme officially. In recognition of the programme's dependence on donor funds, the students called for cost sharing. They were, however, only prepared to pay for the programme if it could offer an officially recognised academic qualification that would be higher than the certificate offered under ZATEC. Students also wanted the capacity building programme to become the passport to the Diploma programme. They also wanted assurance that participation in the programme would lead to teaching the upper basic classes.



In comparison to the students, the Lecturers involved in the capacity building programme appeared not to have seriously thought about the future of the programme. They did not, for example, come up with any ideas to ensure that the programme could be self-sustaining. Their assessment of the staffing situation in schools at the upper basic level, however, suggested that the experience gained through the programme ought to be developed further to help address the critical shortage of teachers at the upper basic school level. The need for teachers at the upper basic level in the future was in fact expected to increase, because of the new policy of providing universal basic education of at least up to grade seven. This policy entails that the Government would have to provide as much support to the formerly independent and autonomous community schools as to the existing government owned schools. The community schools emerged in response to the policy of cost sharing, which adversely affected educational opportunities of disadvantaged children, such as orphans and children coming from very poor families or households. The policy of providing universal basic education thus entails an increase in the number of children who would be expecting to get into the upper basic classes that already have a critical shortage of teachers. The need for more teachers capable of handling the upper basic classes cannot therefore be overemphasized.

The apparent lack of much thought having been devoted to the future of the capacity building programme on the part of the participating and coordinating lecturers could also be due to the fact the long-term plan of the Ministry of Education (MOE) is to abolish the current ZATEC programme offered in the teachers training colleges, which primarily train teachers for the lower and middle basic school classes and replace it with a Diploma programme that would train teachers for the entire basic school curriculum. In view of the foregoing, lecturers involved in the capacity building programme should have seen the capacity building programme as a pilot programme for the expected Diploma programme that might replace the ZATEC programme in the not too distant future. The programme has therefore offered lessons that might help the Diploma avoid most of the potential teething programmes. Thus, whatever the future of teacher education for the basic school program might be the capacity building programme has offered useful lessons. It has exposed the weaknesses inherent in the two CCZ owned colleges in so far as provision training at the Diploma level is concerned.



4.2 Future of the Capacity Building Programme

The review of the capacity building programme suggests it was generally a worthwhile exercise in terms of addressing the pressing need for teachers at the upper basic school levels, as well as in terms of providing some insights into the potentials of David Livingstone and Malcolm Moffat Teacher Training Colleges to offer Diploma level of education. The review also shows that the trainee teachers currently in the colleges are eager to take on any new challenges that might be offered to them. The programme has not received adequate Government attention, although it should be acknowledge that the programme had some tacit Government approval by being accommodated within an existing training programme. The programme has also generated some useful experience that can be built upon in terms of upgrading the two colleges. In this regard, the review suggests that the two colleges do not have adequate infrastructure for effective science education. Thus, any offer movements toward providing diploma level education in sciences in these colleges would require investments in the science laboratories in particular. Recruitment of more lecturers trained to appropriate levels and redeployment of those without the required qualifications would probably be also inevitable. Provision of learning and teaching materials can also be eased if the colleges could have an adequate number of reliable photocopiers and computers, while internet connections would greatly improve access to up-to-date and current learning and teaching materials.

With regard to the immediate future of the programme, some resources ought to be provided to the programme to ensure that at least the current crop of students complete the programme. Efforts to make the programme part of the permanent college programmes also ought to be investigated, because the programme is a response to a real need in the Zambian education sector. Any effort directed at adopting the programme as a permanent feature of the two Colleges would have to address the need for official certification. It is important to provide officially and academically valid certificates for the programme, because that would open up the possibility of cost sharing as the means of financing the programme. Going the response of the trainee teachers, it is probable that some serving teachers and indeed the trainee teachers themselves would be willing to pay for the programme as long as the programme offers a valid certificate that could further their careers.



To avoid frustrations amongst the capacity building students the Colleges ought to inform the educational authorities about the programme and the fact the student teachers exposed to the programme are capable of handling the upper basic classes. Provision of such information is essential to ensure that the programme plays its intended role without any hindrance due to ignorance about the programme.

5.0 IMPLEMENTATION OF THE REHABILITATION PROGRAM

In this section, we discuss the implementation of the rehabilitation of the infrastructure of education institution managed by CCZ and its member churches. However, before we discuss the details of the implementation, we situate the rehabilitation briefly within a wider historical context.

At independence, Zambia was grappling with an inadequate educational system. The educational policies of the Christian Missionaries and the Colonial Government of providing only for a small number of “educated” Africans resulted in emphasis being placed on primary education. The provision of secondary and tertiary education had been neglected, leaving the independent nation with a critical shortage of educated labour. Estimates show that the number of Zambians with university and full secondary education at independence was 100 and 1 200 respectively (Mwanakatwe 1974). The critical shortage was made worse by a number of factors: The thriving copper industry, which provided the much needed resources, had high demand for skilled labour. Moreover, attainment of independence made possible an expansion of the social infrastructure and services to people and areas that had not been served during colonial rule. The public sector thus was in demand of civil servants, a crises worsened by the fact that the bulk of the colonial civil servants had left after independence.

As a consequence of this situation, the immediate post independence education policy was by and large centred on expansion of existing education facilities and provision of new ones, especially at the secondary and tertiary levels. However, because the bulk of the population needed to have access to primary education before the possibilities of secondary and higher education could become a reality for them, the provision of primary education remained the chief priority. Individuals and communities contributed to the expansion of the primary education sector by helping to build new



primary schools on self-help basis in areas and communities that did not previously have any schools and, as a result, had to do without it or leave the children travelling considerable distances to the nearest primary schools. The expansion of primary schools through self-help initiatives did not often provide appropriate housing and other support infrastructure for teachers. Failure to provide housing and other support infrastructure for teachers in schools built on self-help basis made such schools unattractive to trained and experienced teachers. In consequence, the educational authorities found it difficult to provide trained teachers to such schools. Hence, schools built on self-help basis and rural schools in general lacked most of the social infrastructure and services that teachers in urban areas took for granted. In consequence, the rural schools and those built on self-help basis in particular found it difficult to attract and retain trained and experienced teachers.

Expansion of secondary education, which required slightly more sophisticated infrastructure, such as Science Laboratories was, on the other hand, left almost entirely to the Government. In response to the challenge of making Secondary Education accessible to more people, the Government embarked on the construction of at least one secondary school in every District in 1965. These secondary schools were completed and generally opened in 1966. Higher education was also enhanced with the opening of the University of Zambia in 1966, as well as a number of Teacher Training Colleges in nearly all the eight Provincial Capitals, which did not have such facilities. Similarly, Trades Training Institutes were also built in every province to promote the provision of technical skills at least at the craft certificate level. The provision of the latter was expected to ease the shortages of skilled labour in the industry.

The Christian Missionary Societies and the population at large supported the expansion of the education system. However, most Christian Missionary Societies and the protestant societies in particular handed over a large proportion of their primary and some of their secondary schools to the Government in the post independence period on account of rising costs of maintaining them against declining incomes as funds from abroad, or the countries of origin declined with the attainment of political independence. The Roman Catholic Church, on the other hand, handed over mostly its primary schools to the Government, but held on to its secondary schools, because it



attached a lot of importance to the promotion of Christian values in the new independent nation-state.

The expansion of the education system was by and large made possible by high copper prices and real growth in the mining sector. The promising immediate post independent economic developments enabled the Government to maintain the infrastructure of the new education facilities at an adequate standard. However, after the on-set of the economic crisis in 1973, the Government have not been able to maintain the educational facilities at the same standard. Reflecting the economic deterioration, the infrastructure of many government and grant-aided education institutions was by the mid-1990s in a dilapidated state, compromising effective teaching. Consequently, rehabilitation of school infrastructures was identified as a key issue in the Sector Wide Approach to educational reforms (BESSIP), and became a main concern for the grant-aided schools managed by the Protestant and Catholic Churches.

From the beginning of the NCA supported CCZ school program 1998-2003, the rehabilitation was accorded high priority by the CCZ Secretariat. They held the view that the infrastructure of the colleges and the schools ought to achieve adequate standards prior to the establishment of other programs. The rehabilitation program was also considered as a challenge to the Secretariat as they had not previously managed a construction or rehabilitation program at such a scale. It should also be noted that the present rehabilitation and development of the infrastructure of the two colleges managed by CCZ is not entirely carried out by funds availed by NCA/CCZ. In the context of BESSIP, the Government is currently constructing additional dormitories for female students at DL TTC and MM TTC as a response to inequity in enrolment at higher education institutions, and to increase the output of trained teachers.

The details of the rehabilitation of the various schools managed by CCZ and its member churches is provided in the narrative report enclosed in Appendix I. Below, we discuss the implementation of the rehabilitation program in terms of identification of schools to which resources was availed, and the monitoring of the works. In



general, however, the rehabilitation program followed common procedures and standard contracts for construction work in Zambia.

The two Teacher Training Colleges and Chipembi Girls' Secondary School had been singled out for rehabilitation by the initial NCA 1997 assessment, Chipembi serving as a test case, or pilot, for the rehabilitation program. The selection of the other schools proceeded as follows: The CCZ Educational Secretary summoned the Educational Secretaries of the individual member churches for a meeting, announcing that funds for rehabilitation were available. However, the Educational Secretaries could not reach a consensus on which schools to be selected for rehabilitation (funds were not available to rehabilitate all of the secondary schools managed by the CCZ member churches). As a result, the CCZ Educational Secretary visited all of the secondary schools managed by the member churches and inspected together with management and staff the standards of buildings and facilities. A report was made, and a new meeting among the Educational Secretaries of the member churches was arranged in order to identify the schools to be rehabilitated. On the basis of principle of equity among the member churches, the Education Secretaries agreed to rehabilitate one school from each member church.

The initial review report provided by CCZ Educational Secretary is enclosed in Appendix III. As the report shows, a lot of damages and defects were identified at each of the schools. All the different structures compared, however, it turned out that dormitories, kitchens, and dining halls for the pupils were in the gravest condition, and thus became the focus of the rehabilitation program. It was a consensus about this priority among management and staff at the schools, as well as among the Educational Secretaries of the CCZ member churches. On a general note, it should be mentioned that the social welfare of the students, i.e. that the sleeping and dining facilities hold adequate standards, is imperative at boarding schools because it affects the disciplinary situation at the schools, as well as the performance of the students. Grave living conditions for boarders have at times spurred upheavals and indiscipline among pupils and students in Zambia.

Following the selection of schools, a Quantity Surveyor was engaged to make a Bill of Quantities, and selected tenders were invited by CCZ to bid. Parallel to this



process, committees were established at each school to monitor the rehabilitation. The Monitoring Committees consisted of the Head, the Deputy Head, the Care Taker, two members of staff, and the Chair Person of the Parents Teachers Association (PTA). A copy of the Bill of Quantities stipulating the volume of works and items was given to the committees as a base on which the monitoring carried out. As according to standard procedures in Zambia, three Site Inspections were held, one at the beginning of the construction period, one at the middle, and one at the end of the period for the purpose of issuing a Certificate of Completion. The Site Inspections were commonly carried out by the Site Foreman, the Monitoring Committee and the CCZ Educational Secretary. The Directors of the contracted construction companies also usually participated in the Site Inspections. The walks of the works were completed with a meeting to assess the progress of the work, set the goals for the next period, and to address and agree upon necessary alterations of the plan. These meetings were chaired by the CCZ Educational Secretary. For the final Site Inspection for the purpose of Issuing the Certificate of Completion, representatives of the local authorities had also been invited. The construction companies were contractually obligated to attend any defects discovered within 6 months after the construction period had ended.

Management at each of the institutions visited by the review team expressed that they in general were satisfied with the organisational set up of the rehabilitation program. It was pointed out that the meetings following walks of works were particularly useful as this provided an ample opportunity to voice dissatisfaction and complaints about the work being carried out. Teaching staff also expressed content with being members of the Monitoring Committees because this gave them an opportunity to make an impact on the rehabilitation from the teachers' point of view. However, the rehabilitation of the various schools did not proceed without problems. The following were pointed out at the schools visited by the review team:

- *Discontinuities in the execution of the work.* A number of delays in the rehabilitation were reported. This was caused by late payment to the Construction Companies by CCZ. The contracts obligated CCZ to pay the Companies at fixed dates specified in the contracts. However, due to late transfer of funds from NCA to CCZ, CCZ could not fulfil the terms of the contract, and the Companies put down their work until dues had been paid.



The most severe delays resulting from late payments were reported at DLTTTC. As a result of breach of contract, the Company withdrew from the contract all together and CCZ had to engage another contractor.

The start-up of the first classes of the Capacity Building Programme was also delayed (one term) due to late transfer of funds, and as such it is necessary to delve a bit with this phenomenon. Unfortunately, delays in transfer of funds are not uncommon in development work. There are many links in the chain between the source founder and the end user. Delays in any of the links in the chain, with respect to submission of reports, budgets, and proposals, or management and transfer of funds, cause a chain reaction of delays at each link. This is critical for the end user or any financially weak link in the chain, because they usually do not possess the necessary financial buffers to shoulder unexpected expenses or delays in transfer of funds. Since delays happened in both the capacity building program and the rehabilitation program it is advisable that the two partners co-jointly examine the causes of the delays for the purpose of become more efficient in their future cooperation.

- *Quality of the work.* The management of the schools visited by the review team expressed uncertainty with the quality of some of the work that had been carried out. Staff at Choma Secondary pointed out that they had unexpected problems with the rehabilitated electrical system of the dormitories, as well as with sanitation. At MMTTC non-fire resistant bricks had been used for the stand-by-kitchen, and the kitchen was shortly after its construction unusable. (However, the Government had constructed a new one within the context of the BESSIP program.) The management of the schools related low quality to the use of unskilled or semi-skilled labour.

There is a shortage of skilled labour in Zambia, which is partly due to lack of educational opportunities in different trades, and the collapse of the building sector in the 1970s following the onset of the economic crises. Today, construction companies must rely on semi-skilled labour and it is common to recruit the unskilled in order to train them. It is also common that construction companies recruit semi-skilled labour in the vicinities of the construction site



as a kind of gesture to the local community. This is also important for the local institutions. To liaison with the local community whenever they engage in building and rehabilitation, promote a sense of ownership to the institution within the community, which may as such be a measure against thefts and vandalism.

- *Communication problems.* At MMTC, management reported that there had been lack of communication between the Site Foreman and the Monitoring Committee, affecting efficient monitoring and execution of changes agreed upon at the meetings following the walks of the work. They related this lack of communication partly to the contract they were awarded that specified that the Site Foreman should only take orders and chiefly relate to his superior at head quarter, and partly to language difficulties as the Site Foreman, who was a foreigner, was not fluent in English.

5.1 Preventive maintenance

For CCZ and NCA, as well as for the individual education institutions, it is paramount that the rehabilitated structures are maintained at an adequate standard. As per MoE instructions, Preventive Maintenance Systems (PMS) are implemented at public schools and grant-aided education institutions, including those managed by CCZ and its member churches. This standard PMS was developed in the 1980s by the Zambia Education Projects Implementation Unit (ZEPIU), a subsidiary under MoE, in cooperation with NORAD who was the initial founder of ZEPIU together with the World Bank. Since the inception of ZEPIU, a large number of schools have been trained in PMS. The Heads of the Secondary Schools managed by CCZ member churches was trained in PMS on a ZEPIU seminar in Lusaka in April 1996. PMS is a nation wide system with a National Coordinator in the MoE and Provincial Coordinators. A sketch of the system at the school level is provided below. However, it is important to note that this sketch is an ideal model, and that it has been implemented in modified forms at different education institutions. The different institutions also vary, for a number of reasons discussed below, in the extent to which they manage to carry out successfully preventive maintenance.



The ideal model for preventive maintenance at the school level is a quite comprehensive way of organising students and staff to monitor the different structures of the school, and report about damage and vandalism (cf. Appendix III). The Preventive Maintenance System is run by a Main Preventive Maintenance Committee, in which management, staff, the caretaker, and students are represented. A number of sub-committees are also formed to monitor separate sections of the infrastructures, such as classrooms, health facilities, dormitories, roads etc. Each class is responsible for their own classroom, and each pupil is responsible for different items such as roof and ceilings, black board, doors, furniture, the different windows etc. The PMS is based on an individualistic philosophy; that each one at the school is individually responsible for one section or item, is believed to foster a responsible attitude in general. It teaches both student and staff to take better care of their school, and, as such, may prevent vandalism. To assign individual persons to monitor only a part or section of the physical infrastructure is also, ideally, a way to secure quick response to damages. Each one is responsible to monitor their section on a daily basis and report damages to the higher level in the PMS hierarchy immediately after identification. The Main Preventive Maintenance Committee makes priorities and allocates resources to the repairs of the reported damages. Quick response is not only regarded as a way to stop further damage, but also to keep the school permanently in order, as an orderly environment helps fostering an attitude of responsibility among the students, and as such may counteract vandalism. The concept provided by ZEPPIU also includes sensitising the community about maintenance. The purpose is to develop a sense of ownership to the institutions among community members. Schools and other public community structures were subject to vandalism and theft during the 1980s and 1990s, particularly in urban areas.

The major challenge the education institutions face with respect to preventive maintenance, is economical. Few schools have the necessary financial resources to carry out preventive maintenance on a regular basis. At the public and grant-aided schools, there is no budget line or special account for preventive maintenance. The largest part of the annual budget (up to 80%) is allocated to salaries. At boarding schools, almost the entire remaining budget is allocated to food for the students. Naturally, food security for the students must have the highest priority, and by regulations these resources cannot be reallocated to any other purposes.



To raise funds for preventive maintenance, the colleges and secondary schools managed by CCZ and its member churches have introduced a maintenance fee for the students, collected each term. (The current fees in the schools visited by the review team are in ZMK: DLTTTC 5,000.-, MMTTC 20,000.-, Choma Secondary 7,000.-, Chipembi Girls 5,000.-) Moreover, they have introduced the principle that students are responsible for paying for the repairs of any damage they have caused, either by accident or design. Consensus about these regulations had been reached among parents, students, management, and staff before being implemented. In addition to the maintenance fee collected from the students, the education institutions had introduced a monthly rent on staff houses for the purpose of raising funds for preventive maintenance but also for rehabilitation. (In the many different rehabilitation projects of education institutions going on under the present reforms in the education sector, priorities have been given to the social welfare of the students, and staff houses have largely been neglected.) The rent ranged from ZMK 5,000.- to 50,000.- at the institutions visited by the review team. Initially there had been some resistance among the teaching staff to the introduction of rent, as free staff houses has conventionally been one of their benefits. However, it was reported to the review team that there is now a general consensus that a rent or maintenance fee is essential; contrary to their experience previous to the introduction of a rent, damage was now quickly attended to and repaired.

The schools visited by the review team compared, the most successful school in the context of maintenance were by far Chipembi Girls' Secondary, the original pilot project of the NCA sponsored rehabilitation program. At Chipembi, they had maintained and improved the structure rehabilitated by funds from NCA, planned and implemented further improvements, and begun to rehabilitate staff houses from own resources. Examples of their development plans are enclosed in Appendix III.

The single most significant factor behind Chipembi's success is the management of the school's production units. They are in fact capable to feed all their pupils from their own produce, and can thus allocate the grants for food security from the government to preventive maintenance and further development of the infrastructure. Under no other circumstances can these resources be reallocated. At Chipembi, they



have also allocated resources to the production units in order to boost production. (They had among other things bought a second hand tractor and other farming equipment). In the context of PMS and infrastructure developments, Chipembi Girls' figures now as the yard stick of the other education institution managed by CCZ and its member churches. The success of Chipembi has not gone unnoticed by the general public. The success and standard of the school has by word of mouth become well known among citizens of the capital Lusaka, and the Provincial Education Officer of Lusaka Province has for some time used it as a model school for all education institution in that province.

The current maintenance system is, however, not without its weaknesses, even so Chipembi. Major repairs and cyclical replacements of technical installations are not planned for or budgeted for. All structures and technical installations, e.g. sanitation, water systems and pumps, electrical installations, and machinery of the production units, have a life span and must be replaced at fixed intervals. However, under the current pressing economy, no schools have financial buffers to shoulder major repairs and replacements, or keep a stock of spare parts. Due to lack of resources, it is not uncommon that schools become dependent on equipment that should have been scrapped, and are thus vulnerable to breakdowns, expensive repairs, and cannibalising other technical equipment, creating a vicious and extremely costly circle, deteriorating all of their technical instalments at a quick phase. PMS should allow for more long-term planning and budgeting in order to avoid ad hoc solutions to major cyclical replacements and repairs.

The possible successes of PMS are also dependent on other factors, such as the general attitude towards maintenance at the different institutions, and the performances of the Main Preventive Maintenance Committee. It was the opinion of some of the teachers and officials met by the review team, that the lack of maintenance at some institutions could be related to a rather slack attitude of depending too much on external resources. In the expansive moment of the immediate post independent period, the government had sufficient resources for maintenance. Regular preventive maintenance was carried out by the caretaker, and the schools could easily and swiftly access resources from the Government for repairs and replacements of damaged buildings and technical equipment. Other maintenance, and



care of the environment, was left to the manual work of the students. Some of the Mission Society Schools could also in the immediate post independent period easily access resources from rich sponsors abroad. It is interesting to note in this context that Chipembi Girls' was from its incipience based on a philosophy of self reliance, and some interviewees accorded their success to this fact.

Another important factor for Chipembi's success is the performances of the Main Maintenance Committee. From the discussions at the school, we have the impressions that the committee observed regularly the overall condition of the school's infrastructure, rather than rely on the reports from the students and sub-committees only. In its model form, the organisational set-up PMS at the school level is probably too rigid. It has too many committees and a too comprehensive report system. There are many links in the chain from damage and defects are detected to they are reported to those who make priorities and allocates funds for repairs. A final problem reported on the execution of PMS is high turnover of personnel. PMS involves training of staff, but seminars or courses in PMS are not provided on a regular basis.

6.0 SUMMARY OF RECOMMENDATIONS

In light of the foregoing discussions we would like to give the following recommendations:

- *No more resources should be allocated to the Capacity Building Programme and no new trainees should be admitted before the programme is properly recognised by the Government with an official certificate of qualification being offered. However, resources should be availed to enable the current crop of trainees to complete the programme.*
- *Pending on the official certification, the final abolishment of the ZATEC program, and the speed of the implementation of a Diploma Programme for teacher training, the Capacity Building Programme should continue on a cost share basis.*



- *The Colleges should better inform local educational authorities about the programme in order to secure that the trainees in fact teach grade 8 and 9, and, thus, ensuring that the programme plays its intended role without any hindrance due to ignorance of the programme.*
- *The CCZ and its Colleges should use the experience from the Capacity Building programme to prepare for the implementation of the Diploma Programme that will replace the current ZATEC programme. This would include: a) Development of an adequate infrastructure for effective science education, in particular investments in science laboratories; b) Provision of sufficient number of adequate and updated textbooks in all the subjects offered, and an assessment of the feasibility of providing computers, printers and internet connection for the purpose of easy access of teaching and learning material, and; c) Recruitment of more lecturers trained to appropriate levels and redeployment of those without the required qualifications.*
- *In order to improve preventive maintenance systems at the education institutions, CCZ should assist the schools in the development of the production units, which enable them to release financial resources for preventive maintenance and development of the infrastructures.*
- *In order to avoid expensive ad hoc solutions to major repairs and cyclical replacements, CCZ should assist the schools in identifying the expected lifespan of instalments and structures for the purpose of long-term planning and budgeting.*

The independent reviewers would like to end this report by calling on CCZ to develop an educational policy on the many community based schools established and run by congregations of its member churches. Almost everywhere today in Zambia are churches temporary converted to classrooms. Community Based Schools (CBS) have in the past years been established at a quick phase, currently constituting about ¼ of all the basic schools in Zambia (MoE 2002a). They developed in response to the



policy of cost sharing, which adversely affected educational opportunities of disadvantaged children, such as orphans and children coming from very poor families or households. They are also one of the many responses of Zambian communities to the impact of HIV/AIDS, securing education for orphans who stand the chance of being marginalised from their basic right to education. The community schools also represent for many orphans and vulnerable children (OVC) a daily brake from the sorrows, and the burdens of work at home or in the household in which they stay. As such, the community schools are to a large degree extensions of the social work many congregation members already extend voluntarily to their local community.

There are many issues to be addressed in the context of Community Based Schools, such as capacity building for managing the schools, curriculum development, and upgrading of the unskilled teachers, not least in specialised teaching methods for OVCs. The CCZ with its experiences and knowledge has a lot contribute in this context. CCZ should also liaison with like-minded institutions which have already developed special capacity building programmes for community schools.



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Appendix I

**Narrative Rapport of the implementation of the Christian Council of
Zambia and Norwegian Church Aid School Program**



NARRATIVE RAPPORT OF THE IMPLEMENTATION OF THE CHRISTIAN COUNCIL OF ZAMBIA AND NORWEGIAN CHURCH AID SCHOOL PROGRAM

1. Background to the program

The Christian Council of Zambia was formed in 1914, then called the General Missionary Conference, and its main responsibility was to promote cooperation between missionary societies in areas of education, health and religious broadcasting. In 1944 it was changed to become the Christian council of Northern Rhodesia, upon independence, it again changed to The Christian Council of Zambia (CCZ). The mission of CCZ is to serve as an ecumenical umbrella organization that will work towards a holistic ministry to the people for the glory of God.

Other than the membership it draws from the protestant churches, it has over the years built learning institutions i.e. two Teacher' training Colleges and also looks after the learning institutions of its member churches.

It was observed that these learning institutions had deteriorated over the years. With financial support from its partner, Norwegian Church Aid (NCA) the CCZ undertook two activities to improve the education standards. This was done through rehabilitation of the institutions and implementation of a Capacity building program in the Colleges.

According to the "Educating Our Future", a national policy document on education in Zambia,

Liberation of Educational provision in Zambia allows those with resources to establish educational institutions and to run them in accordance with their own principles, but subject to stipulated rules and regulations. Building on the principle of liberalization and on the creation of enabling environment, the government advocates an education policy that encourages and strengthens partnership in educational development. To promote this participation, the government has pledged to create conditions that allow the human, financial and other resources under the control of private and voluntary agencies, communities and religious bodies, to be channelled without hindrance into the education sector.



2. Implementation

The activities above i.e. rehabilitation and capacity building were done in different phases, starting with rehabilitation.

2.1 Rehabilitation

Rehabilitation was carried out as follows:

Selective tenders were invited from four companies for the proposed refurbishment to the existing buildings at Chipembi Girls secondary School, David Livingstone and Malcolm Moffat teachers' colleges that belong to the Christian council of Zambia. Present at the 'opening the tenders' meeting on 10th August 1998 were:

- The Accountant of CCZ
- The Communications Officer (CCZ)
- Education Secretary (CCZ)
- Quantity Surveyor (D. Mwenya associates)
- Project Manger (Chavula Technical Services Ltd)

The offers were as follows:

Chipembi Girls' Secondary School

Selective tenders were invited from 4 companies for the works and 3 tenders were received and opened as follows:

Company	Tender sum	Completion period
Milache enterprises	K299, 129,600	18 working weeks
Hua Jiang Investments	US \$401,016.18	24 working weeks
Noremco Construction	US \$464,572	24 working weeks

David Livingstone Teachers' College

Tenders were received from 2 companies and opened as follows:

Company	Tender Sum (US \$)	Completion Period
Mitre Construction	238,572.45	12 working weeks
Yangts Jiang Co.	269,557.40	15 working weeks

Malcolm Moffat Teachers' College

The tenders that were received when opened were as below:

Company	Tender Sum (US\$)	Working Period (in weeks)
Noremco Construction	807,106	28 working weeks
Yangts Jiang	416,151.73	17 working weeks

In view of the limited resources (funds) available, as compared to the tendered amounts, it was agreed that CCZ would do the works according to priority thereby omitting specific items to match the budget for the three institutions.



Hence *offers* for rehabilitation works were:

Institution	Company selected
Chipembi Girls' Secondary School	Hua Jiang Investments
David Livingstone Teachers' College	Mitre Construction
Malcolm Moffat teachers' College	Yangt Jiang

All the three companies agreed to discount upon discussing with them the limited funds available. Works in the three institutions started in September 1998.

2.1.1 Work progression

Chipembi Girls' Secondary School

In view of the limited funds for this rehabilitation of the school, only certain areas ranked as priority were attended to. These being:

- Dormitories all structures included
- Chaplain Classroom block and workshop
- Classrooms i.e. (grade8/9 and Typing/Needle work)
- External works
- Kitchen and dining hall
- Water Reticulation and Plumbing works

The program of works started from the 7th September 1998 and ended on 30th December 1998.

David Livingstone Teachers' College

There were more defects than quantified which could not be ignored during the rehabilitation works resulting into a wide variation with the documented defects and works done. The resulting extra works were encouraged following a visit by the NCA representatives who indicated possibilities of providing the extra funding for the project. This possibility was not realized resulting into increase in expenditure than budgeted for on the project. The problem was further compounded by failure to pay for some works already done due to delayed arrival of the funding thus prompting suspension of works by the Contractor in July 1999.

Areas where rehabilitation was done are:

- Dormitories
- Kitchen and Dining Hall (including provision of electric pots, ovens and freezers)
- Science /art and Learning Aid block
- External works
- Administration block
- Home economics block (and provision of stoves and freezers)
- Chapel, school hall and Clinic and clinic
- Resource center (partly done)

Works at this college spilt into the year 2000 due to late dispatch of the extra funding which as needed for the rehabilitation of lecturers houses. The works on the 27 houses



started in January 2000 and were completed in March of the same year. The completion of rehabilitating the whole college has created a good eye friendly outlook.

Malcolm Moffat Teachers' College

Similarly, more defects were discovered during the rehabilitation process resulting in a large variation. Despite the problem of not being current with payments to the contractor for work done, he was understanding and proceeded to complete the works on schedule.

Areas that were rehabilitated are:

- Dormitories
- Kitchen and dining hall (and provision of electric pots, ovens and freezers)
- Main classroom block
- Science block and handwriting room
- External works and Guest house
- Home economics block (and provision of stoves and freezers)
- Industrial arts and workshop
- College hall and Resource Centre
- Administration block
- Staff houses

The works went as scheduled from the 1st September 1998 to 30th January 1999.

Choma Secondary School

The school provides education to both girls and boys and the majority are in boarding. The school has 12 boarding hostels to which extensive works were done. This started in April and was completed in September 2000. Most of the hostels had their ceiling boards damaged and the timber destroyed by termites. It was also anti-termitate treatment chemical was applied to every steel pipe.

St. Marks Secondary School

This is a boys' only school whose hostels and outside toilets were very much dilapidated. Most hostels had their ceiling damaged and the toilets were no longer in use. All these damages to the hostels have since been repaired.

The toilets were replaced and are now in good working condition. Five teachers' houses were rehabilitated as well. The works started in April and were completed in September 2000.

Chikankanta Secondary School

The school is the only High School belonging to the Salvation Army Church and in an isolated situation 60 Km from the nearest small town and 160 Km South of Lusaka. The school was moved to the present site in 1945 and designated a Secondary School in 1960. The enrolment is 760 of whom 650 are boarders. Most the pupils come from the southern province with other provinces being represented. The school is part of the Chikankata Mission of the Salvation Army and gives high priority to Christian teaching. Academic results have been good and the school is well known throughout Zambia with places ever being sought.



The Science Laboratory was rebuilt as it had been damaged by a very big tree that had fallen on it. Works started on 20th July 2001 and were completed as scheduled in a period of 13 weeks within which three site inspections were conducted.

Repairs were made to all Hostels including painting inside and outside the hostels in the school i.e. 6 boys' hostels and 5 girls' hostels including an outside Ablution block for the boys.

Katete Secondary School

The school is in Katete town, 510 Km east of Lusaka and has a total of 740 pupils of both sexes in boarding. It is the only Secondary School belonging to the Reformed Church and required a lot of repairs. It has two kitchens; one for boys and the other for girls, both needed a lot of attention and use fire for cooking. All the twelve hostels including the two kitchens and dining halls were rehabilitated. Works started on the 3rd May 2001 and were completed within 17 weeks within which three site inspections were conducted to our satisfaction.

Repairs were made to the following structures:

- Boys Kitchen A and Dining Hall
- Boys Kitchen B and Dining Hall
- Girls Kitchen and Dining Hall
- Two Toilets at Classroom area
- Water supply main pipe work was replaced

Repairs were made to all Hostels in the school i.e. 8 boys' hostels and 4 girls' hostels.

Rehabilitation works for the year 2001 undertaken at Chikankata and Katete Secondary Schools were completed as scheduled after 13 and 17 weeks on 12th October and 9th November 2001 respectively. Stakeholders showed a lot of appreciation at the works done to their schools with Chikankata holding a big hand over ceremony at which the Administrative Secretary and the Committee Chairman of the Education and scholarship represented the Council.

Only priority sections such as student hostels were attended to and a few other structures.

Sefula Secondary School

Rehabilitation Works at Sefula Secondary School have progressed very well i.e.

- All the five boys' hostels have been completed.
- Four out of five girls' hostels have been completed.
- The boys outside ablution and the classroom ablution block have been completed.
- The matron's house is nearing completion.
- The two Dining Halls together with their kitchens have been completed and handed over to the school management.
- The major remaining work is the replacement of the only main water tank, which can best be done during holidays.



- Panels for the tank are yet to be imported from South Africa. Payment to the Contractor has also delayed. Completion of works has now been delayed by one week.

2.2 Capacity Building Programme (CB)

At the upper basic level, much of the growth took place without adequate planning. In many instances, communities and schools went ahead with the establishment of grade 8 and grade 9 classes without due consideration of the creation of the necessary infrastructure or the need to recruit qualified teachers for the upper basic grades. Although there are noteworthy exceptions, many of the basic schools have a serious deficiency in physical facilities: classroom furnishings, teaching materials and qualified teachers.

Capacity Building (CB) is a programme that was initiated in the two (2) teacher training colleges under the Christian Council of Zambia to enable graduating students effectively teacher at the upper basic education level. The aim of the capacity building component was to develop and run extra course training for teachers for grade 8 and 9 as a pilot project document.

A workshop to plan capacity building at DLTC and MMTTC was held from 8th May to 13th May 2000. In attendance were the Education Secretary at CCZ, the chief Inspector of Schools (Ministry of Education), the Vice Principals and two lecturers of National In-Service Teachers' College (NISTCOL) two lecturers from UNZA, Administrators and sixty – eighty lecturers of both CCZ colleges.

Resolved in the workshop where the following:

- Teachers produced in these colleges are trained to teach at lower and middle basic, but in reality they taught at upper basic for which they are not trained.
- There was need to deliberately equip such teachers to handle upper basic classes to meet that challenge.
- It was not feasible to offer Diploma programs but CB due to lack of qualified lecturers in the two colleges.
- The chief Inspector of Schools welcomed the idea and initiative taken by CCZ to offer CB in its colleges.
- All study areas agreed on the feasibility of implementation of CB within the confines of or context of ZATEC Programme.
- A task force of three lecturers from each college was formed to look into the modalities of implementation of the CB initiative.
- CB was possible but to start in the year 2001.
- It was hoped that CB would lead in the introduction of a Diploma Course.
- Need for further workshops, where lecturers in various subject areas were to meet to draw up syllabuses to suit CB for the two colleges.

2.2.1 Task force first meeting June 2000

The committee met to deliberate and agree on the formulation, topic Extraction from syllabuses and modalities.



Formulation

Subject syllabuses for grades 8 and 9 were looked at and taken to colleges for discussion and later used as framework for schemes of work.

Topic Extraction

The committee agreed on subjects to be taught in CB.

Modalities

On recruitment

Students chose one subject; all students followed education study. Selection was on merit and students were screened at interviews during induction.

Time tabling

Class operated after normal college schedule, between 16 to 17 hours on Mondays, Wednesday and Friday

Assessment and Monitoring

Continuous assessment was in form of one long assignment, one test per term with short formulation tasks periodically was recommended. Students went to local basic schools to observe and do some microteaching of grades 8 and 9.

2.2.2 Preparatory workshop March 2001

The workshop deliberated on:

- Magnitude of CB for first and second years.
- Drew action Plans
- Syllabus making
- Course management
- Budgeting for year 2001

Syllabus making workshop for the second year was held on 2nd to 4th May 2001. Examples of syllabuses are enclosed in Appendix II

2.2.3 Planning for the programme

Teaching periods for 1st year students

Total periods for 1st year students were 348 periods. [Total number of periods during terms was 108 + total number of periods during holidays is 240 periods =348 periods]

Calculation

- Teaching periods per week per subject =3periods per week × 4 weeks × 3months × 3 terns per year =108 periods of teaching during terms



- Teaching periods per 2weeks holiday period: 8periods a day × 5 days × 2weeks × 3 holidays = 240 periods per year per subject.

Subjects taught

8 subjects were taught:

- Educational Psychology
- English
- Mathematics
- History
- Geography
- Science
- Civics and Religious Education

Number of students

CB was offered to a limited number of students. There was be 20-25 per subject =160-200 students at each College.

Number of subject per student

The selected students were offered one upgrading subject to taught at grade 8 and 9.

Organization of the teaching

During terms, there were parallel teachings on Monday, Wednesday and Friday with Lessons started from 1600 to 1700. During holidays there were 8 periods a day, 5 days a week.

Recruitment of students

The recruitment was based on the students' grade 12 (O Level) certificate as well as performance during classes at college up to the recruitment stage. The male /female ratio was 50/50.

Numbers of lecturers

A total number of 24 lecturers, 12 from each College were involved. Each lecturer taught one subject.

Organizations

A task force consisting of 3 lectures from each college was identified to coordinate the work at each college (TTC). Meetings were held with: the administration, the task force, the lecturers, and the students.

Workshops

To coordinate the teaching processes at the two colleges, two-week workshops were held during each holiday of four weeks.

Each workshop included the items: Methodology, reviewing teaching done and planning for the next term. Facilitators from NISTCOL, the University of Zambia (UNZA) were at hand to guide the process in the subjects.

The following points emerged during discussions:



All parties found the CB valuable and viable for the students and for the Pupils they are going to educate and thus for the Zambian society at large. There was definitely a need for this kind of education, as the present education of the TTCs only covered grade 1 to 7. Graduated students could expect to teach grade 8 + 9 as well, due to lack of teachers for these grades.

The subjects' syllabuses for the 1st year generally worked well.

At both colleges, there were two lecturers per subject /class. This arrangement seemed to have worked well, as more lectures were involved, and filled in where one lecturer was busy elsewhere.

General: All parties found the CB valuable and viable for the students and for pupils they are going to educate and thus for the Zambian society at large. There is definitely a need for this kind of education, as the present education at TC only covers grade 1-7, and students when becoming teachers could expect to be teaching grades 8 and 9 as well, due to lack of teachers for these grades. Lecturers and students alike would like CB to continue and will do their best, provided certain issues are ironed out and repetitions are avoided in the future.

The timetable of teaching CB classes after education hours was working well. The timetable was a bit flexible, allowed for classes to meet at other times too.

At both colleges, there were two lecturers per subject/class. This arrangement seemed to be working well, as more lecturers were involved, and filled in where one was busy elsewhere.

Recruitment of students was based upon their grade 12 performances, merit at the TC, and students' interest. When the CB was introduced to the students, most of them wanted to attend CB, and those left out were disappointed. The total number of CB students at each college was 175 out of the approx. 400 (DL) and 425(MM) students (42% of the total number involved). The recruitment procedure was reported to have functioned well.

Appendix II

Documents pertaining to capacity building programme

Timetables

Syllabuses

Example of learning material

Examples of list of trainees and distribution of sex in various classes

List of attendants on the orientation programme of tutors on teacher education

Appendix III

**Documents pertaining to rehabilitation programme and
Preventive Maintenance Systems:**

- Review report of secondary schools**
- Development plans of Chipembi Girls' Secondary School**
- Charts of Preventive Maintenance Systems at school level**
- List of senior mission secondary schools invited to seminar on PMS in 1996**

Appendix IV

Terms of Reference



TERMS OF REFERENCE REVIEW CCZ – SCHOOL PROGRAMME

Background

Zambia's educational system has experienced great problems during the last years. Since independence, nationalisation of primary- and secondary schools, and particularly the decline in the Zambian economy from the mid seventies, problems have accumulated in the education system. The educational system experienced a crisis in the middle of 1990.

In 1996 only 40% of girls finished Grade 7. Only one third continued Grade 8 – out of whom 40% are girls. Only 14% entered senior secondary school.

A substantial reduction in the share of national resources going to the education sector has taken place. 95% of the total costs was in 1996 tied to salaries and other personal costs.

Low salaries and number of pupils increased is part of the problems. Financial support for maintenance, furniture, teaching aid, textbooks and stationeries has been more or less totally lacking.

Despite often well qualified and motivated teachers, lack of resources and service from the Government has created great problems.

A plan for education in Zambia was developed by the government by the middle of the 1990s. The World Bank and some bilateral donors have played an important role in promoting a sector plan for education.

The ESIP (an integrated Education Sector Investment Programme) initiative– later changed to BESSIP (Basic Education Sub-Sector Investment Programme) was created by Zambia, and further supported and developed together with external resource persons and institutions.

Under BESSIP there is a role for education and schools run by NGOs in Zambia. The MoE under the Chiluba-government was explicit on the need for involvement of Zambian NGOs. MoE challenged the churches and the church council regarding their involvement in education.

In 1996, Zambia's goals for the year 2005 were the implementation of "Universal Primary Education", i.e. seven-year education for all. Before 2015 the government planned to transform the school system into a Basic Educational System for all. It should be a nine years educational system with lower basic, middle basic and upper basic.

To manage this, it has been necessary to renovate a large number of school buildings – both primary and secondary schools. Competence building and in-service training of teachers was another challenged both for the Government and for the NGOs which owned or where asked to repossess former nationalised schools.



CCZ was challenged by the government and started a school programme related to renovations of several schools and an upgrading/competence programme related to teachers/students connected to DLTTTC and MMTTC.

An assessment potential increased involvement by CCZ in the educational sector was done in 1997, and the school programme started soon after.

There is a need for an assessment/review at this stage to make sure that CCZ and NCA are at the right track and to give recommendations for the way forward.

Relevant questions/issues related to the school programme:

1. General

Background for the new BESSIP educational system in Zambia

(Discussions with relevant people from MoE, reading of documents etc. The situation in Zambia related to education, competence building.)

Background for CCZs involvement in the school-programme

(Provision of education is the role of MoE. Why the government challenged the NGOs to join hands. CCZs historical background related to education, private church-schools, and nationalisation)

How CCZ proceeded with the challenge

(Discussions with the member churches, discussions with MoE, how to select schools for renovations, how to find the right entrepreneurs, how to build up competence at CCZ etc.)

2. Rehabilitation

Procedures for how to select schools among the member churches

(Discussion, meetings – between whom.)

Procedures - how to select between different entrepreneurs

(Quotations, follow up etc.)

Follow up of renovations

(How often visits to the schools? What kind of procedures for the follow up, who attended, reporting etc.)

Maintenance of building

(Strategies, plans, follow up by CCZ)

3. Competence building

Planning process leading up to a strategy for CB



(Who attended, who should have attended, CCZs role, DLTTC/MMTTC role, MoE role, other key-persons/institutions, problems, discussions, “pot holes” in the process leading to the decisions.

Workshops done for planning the CB

(Relevance of the workshops. Relevance related to BASSIP, MoE own plans and strategy. How was it organised? Who attended? Who should have attended. The role of CCZ, the role of MoE , NISCOL, UNZA, ZATEC etc.

Role of the Task Force

(Task Force related to capacity building. How was it functioning? Who attended? CCZs role compared to DLTTC, MMTTC, ZATEC, others involved, use of external competence)

Role of partners

(CCZ and partners, college and staff)

Role of the Government

(Rle of MoE , TED – policy statements related to teachers education)

Level of capacity building

(Improved curriculum, Diploma, other alternatives. The decisions taken and the way forward)

Competence building and subjects?

(Which subjects and why/why not? Syllabuses for TTCs compared with other TTCs. How was the decisions taken? MoE, TEDs input?)

Selections of students

(Who and how many students should attend the workshops? Selection. How?)

Sustainability

The way forward after end of external support, who are responsible, who should deliver (trainers, government, well wishers etc) Will MoE recognise the initiative and give students certificates

CB/Upgrading courses which has been arrange

(Who has attended? Where arranged? Resource persons, contents, relevance etc. 3 hours per week – first year, - first two weeks of holidays – second year: How is it functioning?)

Use of external consultant

(How did it function – positive/negative)

MoEs plans compared to CCZ

Abbreviations:

ZATEC: Zambia Teacher Education Course

NISTCOL: National Inservice Teacher College

TED: Teacher Education Dep.