

“School Program of In-service Training for the Term (SPRINT) Program in Zambia -A Case of Collaboration Towards Self-Reliant Education Development”

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1. Background

Zambia through the Ministry of Education Science and Vocational Training (MESVT) recognizes the important role that teachers in meeting the challenges of providing quality education. According to the Ministry of Education (MOE) (1996), the importance of employing well qualified and competent teachers is underlined in the national policy document, ‘Educating our Future’. It further states that the quality and effectiveness of any education system largely depends on the quality of its teachers as they are the single most important resource and determinant of success in meeting the education system’s goals. In addition, the educational and personal well-being of children hinges crucially on their competence, commitment and resourcefulness.

1.2 Policy on Teacher Professional Development

Zambian in acknowledging the importance of teacher professional development developed the following policy guidelines through its ministry;

1. In order to foster the quality and effectiveness of the education system, it was to promote the quality of individual teachers and of the teaching profession as a whole.
2. Acknowledged that the two pillars on which the professional competence of teachers rests were initial training and on-going in-career professional and personal development.
3. To pursue various options in order to increase the supply of trained teachers for Basic Schools.
4. Formulate broad guidelines and strategic approaches for the in-service education and training of teachers and exercise a coordinating role in respect of such training.
5. Recognizing that terms and conditions of service crucially affect the morale and commitment of teachers, the Ministry was to strive to have these improved.
6. The need to create a professional teachers’ body that would set and maintain the highest professional standards among teachers.

1.3 School System

After independence of 1964, the country did not have the required number of trained human resource to drive the economy, in order to redress, this Zambia Government built a university, teacher training colleges and trades training institutions to meet the human resource demand. Further, the school curriculum was reviewed to make it more relevant and to respond the aspiration of the Zambian people.

The school system was made of primary schools, grades 1-7, secondary form 1-5 and tertiary education ranging from 1year certificate course, 2-3 years diploma courses and 4years degree programmes. The need to reform education was observed in 1977 and these included a change from a 7-3-3-4 system to 7-2-3-4 system and secondary level the nomenclature form 1-5 was

placed by grades 8 -12. Other proposals included the introduction of alternatives pathways of academic as well as technical which combined school with work. However, such reforms were resisted by the general populous as they were perceived as perpetuating the different classes in society. These reforms were later replaced by the 1991 'Focus on Learning'. The Focus on Learning Policy was short lived with little implementation hence it was replaced in 1996, by a comprehensive National Policy on Education, 'Educating Our Future'.

1.4 Teacher Preparation

While reforms were taking place at school level very little took place at teacher training level, the Government revised the college curriculum and introduced the Zambia Primary Course for training of Primary school teachers. This was later replaced with the Zambia Basic Education Course (ZBEC) in response to the changes that took place at primary and secondary school levels. Despite schools changing into Basic school from grades 1-9 and High School grades 10-12, teachers were still trained for Primary, grade 1-7 and junior secondary grade 8 and 9 and senior secondary school, grades 10-12, levels. This situation is being redressed with the new political will to introduce degree programs at primary level as well, at the same time increase the years of training to three years in which students will graduate with diplomas.

1.4.1 Pre-Service Training Programmes

To match the changes that were taking place in the school system, the government built a total of 14 Teachers' Training Colleges for the purpose of initial training of teachers. It further built teachers resource centers for improving teachers' professional qualification and competence. In this setup, the teachers' initial training was at certificate, diploma or degree levels, in pre-service teachers training colleges, while professional development was done through workshops and seminars done in school and the teachers' Resource Centres. Pre-Service training took place three levels primary certificate, secondary diploma and University degree.

1.4.2 In-Service Education and Training (INSET)

There are two types of In-Service education and training programmes, a long term up-grading or professional courses for school teachers offered by the National In-service Training College (NISTCOL), the Zambia Institute of Special Education (ZAMISE) and the University of Zambia.

Short term INSET or Continuing Professional Development (CPD) consisting of capacity building programmes mostly school based or held in Teachers' Resource Centres, aimed at improving the professional as well class room practice of School Teachers. INSET programmes have been used to upgrade the teachers capacity, sensitise and training teachers implement new interventions in the Education System such as the Primary Reading Programme, (PRP), Basic School Curriculum Framework (BSCF), Self Help Action Plan for Education (SHAPE), Programme for the Advancement of Girls Programme (PAGE), Action to Improve English, Mathematics and Science (AIEMS), new education materials in HIV/AIDS Science Kits, School Health and Nutrition, Multi-grade, and Learner-centred Methodologies.

Despite these interventions, the failure to implement the educational reforms in totality, lack of comprehensive curriculum review at teacher training and the nature of the training programmes that were being offered compromise the quality of teacher education programmes, lack of teacher

competence and professionalism. At school level the quality of education suffered as could be evidence by the results of the National Assessment Surveys that are carried out every two years.

To address the concerns over the quality of education the Ministry has embarked on improving teachers professional qualification and competence at the same time improve teaching learning environment through provision of Teaching Learning materials/ equipment and rehabilitation of institutional infrastructure. The Ministry has provided teacher professional development through Pre-Service Training provided through teachers' training colleges and In-Service training through school based initiatives.

2. Cooperating Partners in Teacher Education

In the later 1970s the government introduced major political social and economic reforms that included the introduction of a socialist ideology known as Humanism, nationalization and Zambianisation of major industries, moral and support of independence freedom wars that took place in the neighbour countries and on the international market the price of copper, Zambia's main export product dropped drastically. In an attempt to resolve these challenges, the government borrowed from the World Bank, IMF and other funding agencies. Unfortunately wrong economic policies and economic mismanagement result in Zambia moving further into debt, moving from a prosperous middle income country to a poor highly indebted Nation. The economic hardships resulted in high poverty levels, lack of investment in social sector as a result the quality of service provision went down. The economy was characterized by food shortages, long queues for essential commodities, lack of teaching and learning material and run down infrastructure.

The economy experienced a down turn, weakening of the Zambian currency (Kwacha) and high poverty levels created a vicious cycle prompting the government to borrow more and to depend on the donor community to finance its education and health programmes. It is against this background that major reforms in education as a whole and in both in-service and pre-service training of teachers in particular were either initiated or supported by bi-lateral and multi-lateral cooperating partners. The major players over the years in the Teacher Education sector have been United Nations agencies and Non Governmental Organisations that include USAID, DANIDA, SIDA, DFID, JICA, VVOB, World Vision, Children Fund, Save the Children, UNICEF, and Commonwealth of Learning.

2.1. SIDA Education Aid Portfolio

In response to the financial challenges that were experience it was believed that time had come to train and build the capacity of teachers and administrator in self help initiatives. To this effect, the Self Help Action Plan for Education (SHAPE) Project started in 1986 with the support of Swedish International Development Aid (SIDA). The aim of the SHAPE project was to enhance the capacity of schools and colleges for self help especially in practical subject such as agricultural science, industrial arts and home economics. Using industrial arts teachers, the shape project set up industrial arts workshops and some teachers' resource centres. The SHAPE project encouraged teachers to be self reliant in creating teaching and learning aids. In Lusaka, a National Centre was established to house considerable number of unique teaching aids developed by imaginative teachers who used low cost materials.

The SHAPE project and centres encountered difficulties in the implementing change in the classroom, all teaching was from the front of the class with the blackboard as the major means of communication and presentation of written and visual information. Teachers and schools were unable or unwilling to take up the ideas and materials that teachers developed to use in the classroom. The idea to be viable on a larger scale needed to combine low cost with low preparation time and multiple use in the classroom.

2.2. DFID Education Aid Portfolio

In 1989 the Ministry with the support of Overseas Development Aid (ODA) later known as DFID established 8 English Teachers' Resource Centres in selected secondary schools to help improve the teaching of English. The English Resource Centres were provided with limited resource books, a type writer and duplicating machine which was later upgraded to an electric typewriter. The perceived success of the SHAPE and English Teachers Resource Centre was the basis of establishing the Action to Improve English, Mathematics and Science (AIEMS) project. The organisational structures that were used for SHAPE and many of its centres were used in the AIEMS project.

The aim of the AIEMS project was to improve the teaching and learning of English, mathematics and Science, through the establishing of a sustainable and well managed decentralised system of in-service teacher education. It was perceived that the in-service training would be achieved by providing the necessary resources to schools and training head teachers and teachers in methods of resourcing and better management of schools. Finally the project endeavoured to ensure that disadvantaged girls, women, pupils from poor socio-economic backgrounds have equitable access to project facilities and education in general. The AIEMS project used the cascade model of in-service which flowed from national to provincial, district zone and finally school level. At the same time the AIEMS established school based workshops and teachers groups as a way of delivering in-service. The project established and fully equipped 14 Provincial and 72 District Teachers Resource Centres.

To ensure effectiveness of replication, the AIEMS project relied heavily of carefully structured modules; unfortunately this restricted the scope and effectiveness and flexibility of training, limiting it to discussion and talk. The relationship and status of leaders and participants restricted participation that would threaten the status of the participants. At school and zonal levels this was evidenced by a lack of skills development and critical reflection on personal skills, thus encouraging an abstract approach to ideas and skills. The cascade model encouraged dependency on centralised initiatives and the top down approach reinforced the talking/telling approach of in-service.

The teachers groups encountered difficulties of a lack of clarity, within the modules about the nature and role of the groups, difficulty in finding time for the group meeting and the groups did not encourage the sharing of good practices. When workshops were well funded at the beginning of the project, the teacher's resource centres were well utilized most of the time, however after the project came to an end the utilization of the resource centre reduced due to long distances that teachers were required to walk and teachers did not use the resource centres to prepare teaching and learning aids. The resource centre provided a spur and stimulus for a small group of teachers who used the centre

Later, Literacy programs, known as Primary Reading Programme, and Breakthrough to Literacy were introduced, in which the most familiar language or language of play (mother-tongue) was to be used as a medium of instruction in the early grades to support literacy acquisition was a resource heavy project that could not be sustained. Similarly the challenge was that new National Assessment of Standards, and outcome based curriculum, were not assessed and the Zambian language proficiency tests had to be developed to assess this innovation.

2.3. USAID Education Aid Portfolio

USAID has supported the following: Community Health and Nutrition, Gender and Education Support Program (CHANGES2), established relationships with Ministry of Education structures to enable the Ministry advance a critical support to Community Schools. CHANGES2 also provided support to the design of training programme for untrained teachers through distance learning, provided financial support to community school teachers who were undergoing training. In total 948 Community School Teachers (CSTs) and 412 teachers from public (Government) were trained in basic teaching skills.

The Educational Quality Improvement Project (EQUIP2) also introduced fundamentals of teaching and school leadership and management course for heads of school in order to improve school effectiveness. Equip2 also worked towards building on existing practices and strengthening in-service professional development structures. EQUIP2, working at the national level and fully integrated into the Ministry, was positioned to promote and assist a highly participatory process for developing the required policy shifts, coordination and support to Ministry led coordination and support.

On the other hand Quality Education Services through Technology (QUESTT) supported and expanded the Interactive Radio Instruction (IRI). CHANGES2 and QUESTT projects had mandates to develop and support school level quality, strengthening Ministry of Education structures beyond the national level to classrooms.

2.4. DANIDA Education Aid Portfolio

With the assistance from the Danish government through DANIDA, the Zambia Teacher Education Course (ZATEC) programme was initially designed to address the teachers' shortage that was experience in rural schools where pupils were taught by untrained teachers. The programme allowed student teachers to spend one year in the college training and another year in the field for school based experience. During the school experience, the students replaced the untrained teachers. It was hoped that through this initiative the standard and quality of education at Basic school level would improve.

The concerns over the competence of teachers graduating from colleges were noted such as teachers' knowledge of the subject content and the short time they spent in colleges training. Due to these concerns the Ministry in 2008 revised the ZATEC course to include more content and also to allow students spend more time in the college. The Ministry further made a decision to replace the primary certificate programme in a phased approach with a primary diploma programme. The

primary diploma course was implemented in three colleges scaled up to three more colleges and the final three by 2013.

3. School Program of In-service for a Term (SPRINT) System in Zambia

From 1980, initiatives to improve the quality of teaching in Mathematics and Sciences increased. Most of these were Government-driven and donor funded, the concept of teachers' ownership of CPD programs was not promoted and in some cases, teachers participated due to directives of the program other than improving their professional competences (Hambokoma, 2002 p 21). As highlighted earlier, the INSET trainings up to mid-1990s had little connection with CPD for teachers. As a result, the INSET education interventions in the Zambian context were redefined as stipulated in Government Policy on INSET in 1996. This necessitated the Government to authorize the School-Based Continuing Professional Development (SBCPD) activities as a way of developing a guide on how a sustainable CPD could be managed through a system known as "School Program of In-service for the Term (SPRINT)" (MOE, 1996).

The issues surrounding teachers among others were insufficient knowledge and skills of teachers, especially seconded ones caused by the massive upgrading of Middle Basic schools to Basic schools and Basic schools to High Schools. This was coupled with insufficient supply of appropriate teachers for the levels hence making teachers being seconded to teach higher grades without sufficient knowledge and skills. Furthermore, there was an observation that teachers had limited access of teachers to join in-service training, as most CPD in the past had been either centralized or long term as observed in the 1997 education reforms. This made it difficult for many teachers to participate. Even if it were so, most head teachers could not allow many teachers to leave the school at the same time for fear that there would be no one to teach the classes (Banda, 2007). In many countries, during education reforms, teachers are asked to modify their teaching but instead they modify features to fit within their pre-existing system at the expense of the system requiring change (Fullan 1991).

Based on these the government *Educating Our Future* (MOE, 1996), a policy document of the MESVT. The suggested strategic approaches for In-service teacher education include: programs which are demand driven, responding to identified needs; programs which focus on school needs and are based in schools or Resource centres; cost effective programs which enable large numbers of teachers to have opportunities for learning; and programs which include not only studies on subject contents but also methodologies, use of materials or way of management in classrooms. Based on strategic approaches stipulated in a policy document, 'SPRINT' was inaugurated by Ministry of Education as a framework for lifelong learning of teachers both in basic and high schools in 2000. However, not all the schools have implemented stable and effective meetings for teachers (Ishihara, 2010; Banda, 2007). The SPRINT program from the Zambian perspective involves; Teachers Group Meeting (TGM), Head-teacher's In-service Meeting (HIM), Grade Meeting at Resource Centre (GRACE), Subject Meeting at Resource Centre (SMARC) and School In-service and Monitoring (SIMON)

As stated by Banda (2011) from 1996, the SPRINT system took root in mostly basic schools countrywide. This was characterized by a combination of cascade and cluster approach through the well-established network of resource centres countrywide. At district, level almost all, the resource centres were based in basic schools. The relationship between basic and high schools was weak, no tangible INSET systems existed at high school expect for departmental meeting.

However, the system was very weak at High school level as teachers had a negative attitude towards the resource centre. Hambokoma (2002) observed that little had changed in the programs for secondary school (High school) teachers since 1970 in Zambia. This means that by 2002 the SPRINT principals as advocated in Educating our Future (1996) document were not being practiced.

3.1. Strengthening of SPRINT via SMASTE School Based CPD through Lesson Study in Zambia

The JICA Strengthening of Mathematics, Science and Technology Education (SMASTE) School Based CPD through Lesson Study in Zambia started in 2005 in the period when JICA favoured implementing comprehensive, crosscutting aid on a country-specific basis with a view toward carrying out effective and efficient aid. It is during this period that the implementation structure was gradually developed to promote a country-by-country approach (JICA, 2008). During the same period, within Zambia, the Educating our Future policy document designed in 1996 was undergoing the process of implementation. In the said policy, ownership and sustained INSET benefiting many teachers were some of the priorities in teacher education. At the same time during this period, JICA started to develop a project cycle management (PCM) method for the planning, operation, and management of projects, using the methods of other aid organizations as a reference. All these were happening simultaneously both in Japan and Zambia where the focus on capacity building came into use from the second half of the 1990s in place of the term human resources development. This concept of capacity building attached importance on the overall development of abilities in organizations and society rather than the transfer of technology to individuals hence creating a direction for technical cooperation. Looking at how well this concept had been interpreted in subsequent projects becomes imperative in this case in order to ascertain the effects of such approaches of conducting ODA. This is supported by JICA (2008) who said that a different scale to that used in Japan was needed for measuring the effects of assistance; as well as taking into account the partner country's self-help efforts, it is important to share the perspective of the partner country in order to consider the results that the partner desires most.

The approach taken by JICA on the Zambian SMASTE Project differed with that proposed by the UNDP's new model in the way knowledge should effectively be acquired. The elements of Japanese process-oriented approaches on how to acquire knowledge included; 1. Identification of local needs by both expatriate experts and their counterparts; 2. Interaction of foreign and local knowledge; 3. Use of expatriate experts to identify and mobilize local knowledge; 4. Learning by doing approach; 5. Long-term commitment with institutional back up support by donor sides; 6. Promoting mutual respect between experts and their counterparts; 6. Non-commercial Technical Cooperation (TC) to mobilize knowledge in public sectors (IDCJ and IC Net Ltd., 2003). On the other hand, the SMASTE technical cooperation project in Zambia was operating because of the TICAD (1993), in which Japan emphasized the importance of African ownership in development and of partnership with the international community as seen in the New Partnership for Africa's Development (NEPAD) of 2000. In 2007, Japan occupied 5th position behind USA, Germany, France, UK in the ODA of DAC countries contributing 7, 691m dollars of the total 103, 655m dollars contributed by all the 22 DAC countries (JICA, 2008). By 1998, of the total 22.6 billion yen ODA by Japan sent to Africa through the TICAD arrangement, Zambia ranked fourth highest recipient with 2billion yen after Kenya, Tanzania and Ghana.

3.2. Rationale for SMASTE SBCPD

The objective of the SMASTE School Based CPD Project as a Technical cooperation project to help strengthen SPRINT activities in Zambia was based on the need to improve teaching/learning in the classroom. The focus was to align the projects with CPD policy advocating for sustainable INSET, helping it make INSET owned, sustained and cost effective. At the same time, make INSET to benefit more teachers because it was initiated and implemented locally. It also favoured this approach because Lesson Study promotes team spirit among teachers. Table 1 shows the frame of implementation using a phased approach.

Table 1: Framework of Implementation

| Starting year | Project Title | Focus of the Project | Target Area | Target levels | Target Subjects |
|---------------|---|---|---|--|---|
| 2005 | SMASTE School-based Continuing Professional Development Project | Implementation of Teacher Training (Introduction of Lesson Study) | Central Province | Upper Basic and High School | Science and Maths |
| 2007 | SMASTE School-based Continuing Professional Development Project Phase 2 | Implementation of school based training | Central Province (Basic & High Schools) | 1. Central (Basic & High school) 2. Copperbelt & North Western Provinces (Upper Basic & High Schools) | 1. All Subjects 2. Science and Maths |
| 2011 | Phase 3 (under implementation) | Strengthening Teacher Performance and Skills (STEPS) | Whole Country | Selected 54 Districts in the whole Country. | 1. All Subjects 2. Science and Maths |

Source: Banda (2011) unpublished

The Project inputs from Japan and Zambia are as shown in Table 2.

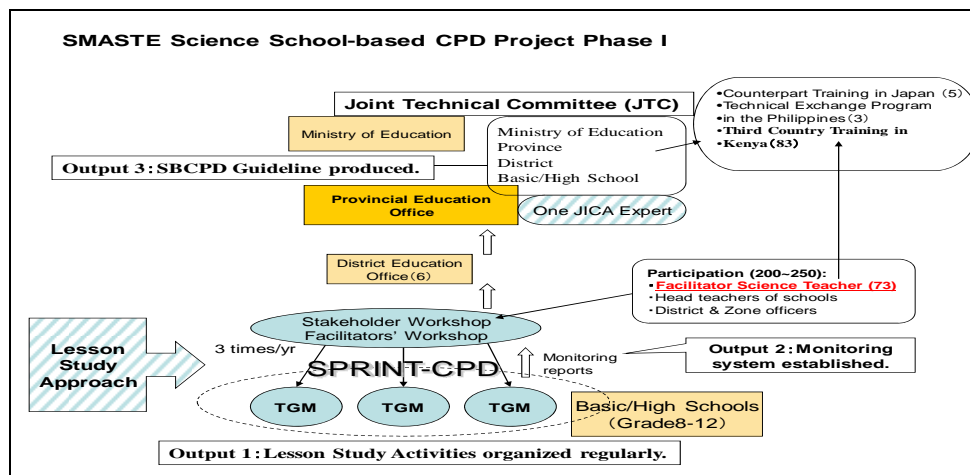
Table 2: Project Inputs Japan and Zambia

| Starting year | Project Title | Project Inputs | |
|---------------|---|--|--|
| | | Inputs From JICA | Inputs from Zambia |
| 2005 | SMASTE School-based Continuing Professional Development Project | 1. Long-term expert: One(1) Technical Advisor 2. Training for education managers/teachers overseas Training (Japan: 5, Kenya:83) 3. Budget for local activities: 4.6 million yen 4. Equipment and materials: 4.5 million Yen | 1. Counterpart personnel: 14 2. Budget in total: approximately 19 million yen |
| 2007 | SMASTE School-based Continuing Professional Development Project Phase 2 | 1. Experts <ul style="list-style-type: none"> • Two Long-term experts on Lesson Study and INSET Management and Coordination and Monitoring • Four Short-term experts from Kenya SMASE 2. Training for education managers/teachers overseas: total 41 persons (Japan: 11, Kenya: 17, Malaysia: 6, Technical Exchange Program with Uganda: 7 3. . Equipment and materials: 4.5 million Yen 4. Budget for local Activities 16 million Yen (23%) | 1. Counterpart personnel: 115 - National level: 7 - Provincial level: 33 (3 provinces) - District level: 69 (23 Districts) - College of Education: 6 2. Budget for local activities 54.3 million Yen (77%) proportion by levels: National 7%, Province 8% District Zone and School 85% |
| 2011 | Phase 3 (under implementation) | 1. Experts <ul style="list-style-type: none"> • Long-term experts on Lesson Study and INSET 2. Training for education managers/teachers overseas. 3. Equipment and materials 4. Budget for local Activities | 1. Counterpart personnel: 115 2. Budget for local activities |

Source: Source: Banda (2011) unpublished

The Project- Program Implementation Structure (SMASTE Science School-based CPD Project Phase II) in the Zambian case is as shown in Figure1.

Figure 1: Phase I Project- Program Implementation Structure (SMASTE Science School-based CPD Project Phase II)



Source: Ishihara 2010

4. Impact of Development Aid

The SMASTE School Based CPD shows prospects of being a model of CPD in Developing Countries showing balance of effective ODA dynamics. Among the lessons learnt, JICA acknowledges that although the project provider looks at it as a project, in their report they have stated that they have learnt to conduct a project within a program framework in Zambia. At the same time, flexibility of implementation from both sides is observed as both groups focused on the evolving practice and looked for interventions during the progress implementation instead of sticking to rigid project Design Matrix (PDM) agreements. Such allowed for divergent experiences and ownership by Zambians.

i. Characteristics of the School Based CPD through Lesson Study approach since 2005

The Lesson study was introduced in 2005 to functionalise SPRINT and is imbedded in the MOE policy framework and budgets. It uses a combination of top down approaches such as Stakeholders Workshops (SHW), Facilitators workshops (FW) and bottom up approaches in which topics or what teachers would like to learn comes from the grassroots needs. It is school based and done through teacher group meetings (TGM) during the term. It also strengthens the role of the resource centres as used its structures to deliver INSET building upon what was developed under DFID concept. Further, it is cluster since it works in the structure of Zone resource centres.

ii. Policy shift in the Fifth National Development Plan (FNDP) and the Sixth National Development Plan (SNDP)

The initial FNDP much as it had mentioned the need to address the issues of teacher professional growth, the political commitment was not clear. However, through the phase I and Phase II experiences, by various stakeholders, the levels of awareness and need to invest into the teacher professional growth was increased. To that effect when time came to design the SNDP, the policy has been streamlined. This now strengthens the way teacher

development activities will be done for the next five years. This carries with it political will and financial resource allocation within the country.

iii. Ownership

One form of ownership is in the policy shift in the FNDP to SNDP because of involvement of management on program design and implementation hence they put it as priority in SNDP. During project phase, within country interactions at various levels and various technical exchange of Zambian personnel increased the level of understanding the need for teacher professional growth. In addition, the Zambian personnel developed master plan for CPD, which goes up to the year 2023. Responsibility and ownership of players in teacher professional growth has increased. From the activities and actions, there was little visibility of Technical staff in the projects as seen in table 1. This made the Zambian team to be in the forefront to spear head the implementation of the program. Little is considered that there is a project but that the mind of the stakeholders is on improving teaching practices. This improvement shows a shift on the findings by Banda (2007) who noted that before phase I INSET trainings even though they targeted teachers, they had little connection with CPD for teachers, as they were recipe type in design with limited access of teachers to join in-service training. Most CPD in the past had been either centralized or long term. This made it difficult for many teachers to participate. Even if it were so, most head teachers would not allow many teachers to leave the school at the same time because there would be no one to teach the classes. The ownership on both the part of the teachers and the administrators was not available. The design did not allow free interaction among the players in education. Even though they were meant as INSET for teachers, the available data shows that they were more on external knowledge acquisition than internal development of a teacher.

This development in the Zambian case agrees with World Bank (2011) which said that improving the likelihood of more countries attaining the Millennium Development Goals (MDGs) depended not just on more resources but also, and quite critically, on improving the quality of service provision through better policies and stronger institutions. Table 2 indicates that Zambians took a greater share of total budget in both phases of the project period. Zambian government put in about 80% in the projects. Such can be compared to other similar projects by JICA similar projects were the ration by the recipient country is on the lower side. The discussions are currently taking place in development of phase three using two fronts in-country front as preparation meeting and across with cooperating partner (JICA) based on experiences of the past.

iv. Sustainability

Most projects in the African context suffered from continuity gap after projects period. Zambia has had such challenges before. However, given the current global economic environment, citizens in developed and developing countries alike are demanding more value for their money. This requires closer attention to the causal chain linking spending to outcomes and actions to isolate and strengthen the weak links in this chain (World Bank 2011). In the Zambian case, the structures to support the implementation are available and there are early signs of suitability although not yet perfect. As Baba and Nakai (2010) put it, players in the School based CPD projects are trying things their own way, which means the idea to find how best to develop their teachers is being implemented. In addition, the impact

of the projects based on pupil performance shows that results in the pilot provinces had improved (MOE, 2010). This projects therefore takes into account the concerns raised by World Bank (2011) that mostly the outcomes have been disappointing, partly because the spending focus has been narrowly trained on input provision, ignoring other parts of the causal chain that links public spending to better outcomes. Inputs continue to be important, but alone they are not sufficient for attaining the goals in many developing countries. One striking feature about this approach is that even though the Project ended in February 2011, the schools at grassroot were still conducting their activities as usual with no technical experts in Zambia. This shows early signs of sustainability being enhanced in ODA recipient country.

MOE- Zambia and JICA (2010) in evaluating the School Based CPD (SBCPD) through lesson study observed the utilization of existing [SPRINT] system was effective when introducing a new approach. The research also observed that lesson study was successfully introduced to phase 2 pilot schools and had taken root. Since lesson study was introduced by using the existing system of In-service Training (SPRINT) as its vehicle, it could ease the tension among teachers and school administrators against a new approach. Utilizing an existing mechanism to introduce new ideas or approaches could help disseminate new ideas or approaches faster and at much lower cost while avoiding unnecessary uneasiness or opposition. In order for lesson study to take root in schools, both strong commitments by education administration and teachers' motivation are necessary.

5. Challenges

The major challenges identified on the international front are that too much effort has been devoted to increasing inputs, and not enough to ensuring that institutions provide services efficiently and responsively—and that consumers have the ability and incentive to use services efficiently and hold service providers accountable for quality (World Bank, 2011).

In the Zambian case, the challenge would be to sustain the changes, as change is a gradual process. Challenges are on two levels one at system level and others at implementation levels. The two need to be balanced in the process of implementation. Countries that have used School based CPD acknowledge that it requires practical wisdom (Baba & Nakai 2010) and that it is a long-term approach which would call for patience. This therefore tends to be in conflict with both the provider of ODA and recipients as they both are in constant demand for the results of the investments done. This is so because for quality facilitation and coordination to take place there is need for sustained attitude change. At the same time with the countries receiving ODA there are competing approach with sector wide as well as other multilateral and bilateral approaches. To this effect more capacity is required to be developed at Ministry of education level to act a strong filter of all activities before it is offloaded to the implementation level. All these require patience and long term planning which is at times against project approach.

5.1. Challenges in relation to general development aid

Regular policy dialogues were held between donors and Ministry of Education which were beneficial to both sides although dialogue and training empowered Ministry of Education staff to

assume more responsibility and donors as co-operating partners provided financial aid and donor support there were still challenges in this relationship, which included;

5.1.1. Donor Bias towards projects

Donor bias towards short-term projects proved to be frustrating for the Ministry of Education which held long-term visions about what needs to be accomplished. Further, not all activities and projects that donors were interested in and wanted to support either found a "home" within the Ministry. Some of the projects were not accepted, not institutionalized and not sustainable within local contexts. Projects that were too "resource heavy" were not sustained and only ran for the duration of the projects.

5.1.2. Debt Burden

Zambia was struggling with a heavy debt burden, structural adjustment programmes and other challenges which impacted on the education system negatively resulting in a "low cost, low quality" education system

6. Lessons Learnt

From the various projects that have been implemented the following are some of the lesson that have been learnt;

6.1. Project approach

The lesson learnt is that the programme approach is far much more superior to the project approach. Many things had been learned through the implementation of projects including the importance of setting and achieving targets, monitoring goals, even writing reports and being accountable for the financial resources that were allocated to an activity. The project approach lacked accountability, sustainability and was personalized. The project approach was characterized and encouraged allegiance to the project-funders as opposed to the government.

The programme approach, which is now adopted to implement Programmes of Ministry of Education, has brought about continuity in implementation and working in an integrated manner with other ministries, organizations and other stakeholders. A major difficult with the programme approach has been for the stakeholders to come to a consensus in the implementation as they come for different backgrounds in different implementation procedures and expectations.

7. Conclusion

The Zambian School Based CPD through Lesson Study approach agrees with the International Development Center of Japan (IDCJ) and IC-Net Ltd. (2003) which stated that, many Japanese involved in technical cooperation share the idea that knowledge cannot be simply transferred by the donors, but should be actively acquired by the recipients. They also believe that foreign knowledge should be applied based on local ones in order to internalize them to the society of the recipient countries. Therefore, JICA's approach recognizes the importance of the local values and knowledge, and thus is not based on an assumption that it is possible to replace existing capabilities in partner countries with knowledge and systems produced in Japan.

These are evident in the policy shift, ownership and sustainability of the program in Zambia. The role of knowledge has been frequently emphasized as an important agenda for development. It has generally been assumed that developing countries lack important skills and abilities, and that outsiders could fill these gaps with quick injections of know-how. However, this gap-filling approach has been criticized by the publication of the UNDP report (IDCJ and IC-Net Ltd., 2003). Phase 1 was designed with less Zambians involved but phase 2 was collaborative and the current phase 3 was discussed more from the Zambian front than Japanese front.

It is argued that knowledge and skills cannot be simply transferred from developed to developing countries, but should be willingly acquired by the recipients. Furthermore, due to the recent development of information and communication technology (ICT), partner countries have wide access to external knowledge useful for development. Partner countries can also purchase a variety of knowledge from the market, using financial resources in the pooled TC funds, which are supplied by donors. The new motto is: “Scan globally, reinvent locally” (IDCJ and IC-Net Ltd., 2003).

Learning from both the Zambian and Japanese experience of importing, absorbing and internalizing Western knowledge as part of its modernizing process, knowledge acquisition is a difficult and time-consuming process in which knowledge cannot be simply transferred by the donors. Tacit knowledge in particular cannot be possibly acquired from the internet since the acquisition of tacit knowledge requires direct contact. Therefore, the acquisition of such kinds of knowledge can be facilitated by external support that emphasizes the process of acquiring new knowledge (IDCJ and IC-Net Ltd., 2003). The Zambian experience gives a different view of how both the project and program can work to enhance quality education.

There cannot be quality training in Teacher Professional Development without overcoming the challenges discussed above. Indeed, the challenges which this paper has presented are not insurmountable. In fact, they are a ‘wake up’ call for the Ministry of Education to implement the lofty goals it set for itself some 14 years ago in the Educating Our Future document.

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**SCHOOL PROGRAM OF IN-SERVICE
TRAINING FOR THE TERM (SPRINT)
PROGRAM IN ZAMBIA
*A CASE OF COLLABORATION
TOWARDS SELF-RELIANT EDUCATION
DEVELOPMENT***

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7th February, 2012**

BACKGROUND

- Ministry recognizes the important role that teachers in providing quality education.
- employing well qualified and competent teachers is underlined in the national policy document,
- Teachers are the single most important resource and determinant of success
- the quality and effectiveness of any education system largely depends on the quality of its teachers
- the educational and personal well-being of children hinges on teachers competence, commitment and resourcefulness.

SCHOOL SYSTEM

- primary schools, grades 1-7, secondary form 1-5. tertiary 1year certificate, 2-3 years diploma,4 years degree. (1964)
- primary schools, grades 1-7, Secondary Grade 8-9, & Grades 10-12 (1977)
- Basic schools Grade1-9,(Middle 1-7 and upper 8-9) High school Grade 10-12
- 2011 new government decision to revert to primary grade 1-7, & Sec grade 8-12

TEACHER PREPARATION

Pre-Service Training Programmes

- 1966 (ZPC), 1986 (ZBEC) 200 ZATEC
- Changes in schools did not match teachers training
- Teachers still trained for Primary, and Secondary
- new government policy - upgrade all diploma teacher to degree
- convert all teacher training colleges to universities.

TEACHER PREPARATION

In-Service Education and Training- INSET

- Short term CPD in workshops and seminars in schools & teachers' Resource Centres.
- Long term up-grading or professional courses in colleges and universities

TEACHER PROFESSIONAL DEVELOPMENT

- Initiatives in 1980s to improve the quality of teaching in Math & Sciences increased.
- Government-driven & donor funded,
- teachers' ownership of CPD not promoted
- the INSET trainings up to mid-1990s had little connection with CPD for teachers.
- the INSET education interventions redefined as stipulated in Education Policy.

POLICY ON TEACHER PROFESSIONAL DEVELOPMENT

- Foster quality and effectiveness of the education
- promote the quality of individual teachers and of the teaching profession
- increase the supply of trained teachers.
- Develop strategic for Pre- & in-service training
- Professional competence of teachers rests on initial training, on-going in-career professional and personal development
- Address terms and conditions of service
- create a professional teachers' body

COOPERATING PARTNERS IN EDUCATION

- SIDA, the Self Help Action Plan for Education (SHAPE) Project 1986).
- Aim to enhance the capacity of schools and colleges for self help in practical subject
- 1989 DFID Action to Improve English, Mathematics and Science (AIEMS) project
- Literacy programs, Primary Reading Programme (PRP), and New Breakthrough to Literacy (NBTL)

COOPERATING PARTNERS IN EDUCATION

- School Program of In-service for the Term (SPRINT)”
 - Teachers Group Meeting (TGM),
 - Head-teacher’s In-service Meeting (HIM),
 - Grade Meeting at Resource Centre (GRACE),
 - Subject Meeting at Resource Centre (SMARC) and
 - School In-service and Monitoring (SIMON)
- DANIDA, the Zambia Teacher Education Course (ZATEC)

COOPERATING PARTNERS IN EDUCATION

- USAID: Community Health and Nutrition, Gender and Education Support Program (CHANGES 1&2) support to Community Schools .
- The Educational Quality Improvement Project (EQUIP2)
- school leadership, improve school effectiveness. & and develop highly participatory process for developing the required policy shifts, coordination and support
- Quality Education Services through Technology (QUESTT) Interactive Radio Instruction (IRI).

IMPACT OF DEVELOPMENT AID

- Projects were resource heavily dependant
- Unsustainable and lack of ownership
- Teachers and schools were unable or unwilling to take up new ideas
- materials by teachers developed not use
- needed to combine low cost with low preparation time and multiple use
- relied heavily on carefully structured modules;
- Restricted scope, effectiveness and flexibility of training,

IMPACT OF DEVELOPMENT AID

- Limited to discussion and talk. reinforced the talking/telling approach
- The relationship and status restricted participation
- a lack of skills development and critical reflection personal skills
- Encouraged an abstract approach to ideas and skills.
- Cascade encouraged dependency on centralised initiatives
- Teachers groups encountered difficulties, lack of clarity, difficulty in finding time & groups not encouraged to share good practices
- long distances teachers were required to get to TRC

STRENGTHENING MATHEMATICS SCIENCE TECHNOLOGY EDUCATION

- School-Based Continuing Professional Development (SBCPD) for sustainable Continuing Professional Development (CPD)
- managed through School Program of In-service for the Term (SPRINT).
- demand driven & cost effective programs
- responding to identified needs; focused on school needs
- based in schools or Resource centres;
- enable large numbers of teachers to learn; and

STRENGTHENING MATHEMATICS SCIENCE TECHNOLOGY EDUCATION

- Included studies on subject contents, methodologies, use of materials and management in classrooms
- SMASTE School Based CPD Project as a Technical cooperation project
- to help strengthen SPRINT activities
- based on the need to improve teaching/learning in the classroom. To benefit more teachers
- focus was to align the projects with CPD policy
- advocating for ownership and sustainable INSET,
- initiated and implemented locally.
- promoted team spirit among teachers.

STRENGTHENING MATHEMATICS SCIENCE TECHNOLOGY EDUCATION

| Starting year | Project Title | Focus of the Project | Target Area | Target levels | Target Subjects |
|----------------------|--|---|---|--|--|
| 2005 | SMASTE School based Continuing Professional Development Project Phase 1 | Implementation Of Teacher Training (Introduction of Lesson Study) | Central Province | Upper Basic and High School | Science and Maths |
| 2007 | SMASTE School based Continuing Professional Development Project Phase 2 | Implementation Of school based training | Central Province (Basic & High Schools) | 1. Central (Basic & High school) 2. Copperbelt & North Western Provinces (Upper Basic & High Schools) | 1. All subjects 2. Science and Maths |
| 2011 | Phase 3 (under implementation) | Strengthening Teacher Performance and Skills (STEPS) | Whole Country | Selected 54 Districts in the whole Country. | 1. All subjects 2. Science and Maths |

CHALLENGES OF DEVELOPMENT AID

- Zambia was struggling with a heavy debt burden, structural adjustment programs low investment & low quality"
- Effort devoted to increasing inputs,
- little focus on institutions provide services efficiently & responsively
- Little focus on consumers ability and incentive to use services efficiently
- service providers not accountable for quality
- challenge to sustain the changes,

CHALLENGES OF DEVELOPMENT AID

- competing approach with sector wide, multilateral and bilateral approaches
- Donor bias towards short-term projects
- assumption that developing countries lack important skills and abilities,
- outsiders could fill these gaps with quick injections of know-how
- project approach lacked accountability, sustainability and was personalized.
- encouraged allegiance to the project-funders as opposed to the government.

CONCLUSION

- knowledge cannot be simply transferred by the donors, but should be actively acquired by the recipients.
- the importance of the local values knowledge,
- it is not possible to replace existing capabilities in partner countries with knowledge and systems produced in Foreign country.
- These are evident in the policy shift, ownership and sustainability of the program in Zambia.