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# teach & learn

VVOB education newsletter



education for development

Volume 1, Issue 1



I am very proud to present the first edition of the VVOB

newsletter called Teach & Learn. At the same time VVOB launches a blog to enhance (electronic) communication amongst each other. Since 2008, VVOB works together with the Ministry of Education on its multi-year "Teacher Training Support Programme".

A lot of good initiatives are being undertaken by our partners to improve the quality of teaching and learning in basic education. With this newsletter and the blog VVOB aims to share good practices and learn from each other. In this first edition you can read more about Quality Assurance at NISTCOL, the Teaching and Learning Policy of the CPD Task Team, the "closure" of the PTDDL project, the Community Schools, the Lesson study workshop at Malcolm Moffat College of Education and much more. Please enjoy!

*Astrid Scholten, Programme Manager VVOB Zambia*

## Closure of PTDDL

On 26<sup>th</sup> March, an important chapter of VVOB's intervention in Zambia, namely the support to the PTDDL (Primary Teachers' Diploma by Distance Learning) through NISTCOL (and the satellite colleges), has been officially closed. Well, "closed" is actually a very permanent term and not covering the exact meaning. As VVOB will still continue to work in partnership with NISTCOL, we rather use the word "lifted to another level". It was an honour for me to attend this official moment. The partner-

ship VVOB built with NISTCOL has grown in strength and depth over the past 6 years and we are very happy and proud to see the fruits of this partnership in three successfully implemented PTDDL cycles,



Closure of PTDDL ceremony, NISTCOL

delivering a number of not less than 30.000 graduates, on the one hand, and in the recognition by the Ministry of Education to appoint NISTCOL as the national training institute with regard to IT for government personnel, on the other. Congratulations to all who were involved in this project. You have contributed significantly to the improvement of quality of primary education in Zambia, benefiting millions of Zambian children.

*Jeroen De Wilde, Programme Officer, VVOB Brussels*

## Where are we going?



Deliberating the draft Policy at MEF, Kitwe

The CPD national Task Team has set as major objective the improvement of the quality of teaching and learning in the Colleges of Education.

To be able to set out a college work plan, we first had to establish *where we wanted to go*. All

colleges conducted a literature review on specific topics pertaining to teaching and learning.

The task team then mandated some members to develop a draft Teaching & Learning Policy. The

gathering at Mindola Ecumenical Foundation in March 2009 proved to be a fruitful one. All members invested a lot of work and effort in both the preparation of the work and in the discussions at MEF. Based on the literature reviews and on the extensive discussions in the February Task Team meeting, a draft Teaching and Learn-

ing Policy was developed there. The draft policy was then discussed, adjusted and adopted during the March Task Team meeting.

Now we have an idea where we want to go. The next step is to find out *Where we are now*. To answer that question, each college is about to carry out a self-evaluation. The information about the weaknesses and strengths pertaining to Teaching & Learning will be used as the starting point for the development of the college CPD plan.

There is a very interesting, challenging road ahead of us.

*Lieve Leroy, Programme Advisor VVOB*

## Lesson study cycle: a college perspective



Lesson study

As part of the College CPD at Malcolm Moffat College of Education, in Serenje District, of Central Province, we organised an orientation workshop on Lesson Study for all our Senior Lecturers in mid-February, 2009. Lesson Study is a School-based CPD approach currently being practised in Central Province and parts of the Copperbelt and North-western Provinces. The approach [SBCPD SPRINT] has been practised in Japan, America, Philippines and Malaysia since the 1960s before being piloted in Zambian schools, particularly those of Central Province. Lesson Study is a problem solving process and encourages learner-centred learning and teaching.

Teachers and Lecturers are encouraged to focus on strategies which aim at stimulating learning through inquiry, guided discovery and application to mention but a few. In this approach, Lecturers or Teachers meet in small groups of 6-10 on a regular basis to plan, implement, evaluate and revise lessons collaboratively. This is in an attempt to improve pedagogy among other things. Our workshop established that the Lesson Study Cycle has eight (8) steps.

The Lesson Study Cycle has recorded remarkable successes in many schools in the Central Province and it is hoped that the experiences shared in this approach would have a tremendous improvement on effective teaching and learning in

Colleges of Education as well. Most Malcolm Moffat College lecturers talked to were ecstatic about the whole experience and some wondered why colleges had been left out in Lesson study from the onset. In the same vein, others appreciated the exchange of information and ideas between and among college lecturers, facilitators and basic school teachers regarding Lesson study. And it is some of these experiences we intend to build upon with the support of other stakeholders and co-operating partners [e.g. VVOB] in our subsequent workshops. Time to go now! Watch out for the next article!

*Kennedy Kasimba, Malcolm Moffat College of Education*

That is what learning is. You suddenly understand something you've understood all your life, but in a new way.

*Doris Lessing*

## Jatropha: backbone to the future of e-learning?

When I wanted to learn more about the National eLearning Strategic Plan that is currently being drafted by the eLearning Zambia National Committee with the Ministry of Education as patron, I came in contact with Professor Sinkala, who is the chair of this committee. Professor Sinkala was kind enough to invite my colleagues and myself to his Jatropha farm to have a meeting.

So Hans, Lieve and I hit the road to find a beautiful farm just outside of Lusaka.

You may be wondering what a Jatropha farm has to do with eLearning. Well, so were we, but we were surprised when we found out and would love to share this knowledge with you.

What is Jatropha? Jatropha is an amazing crop that is reported to have more than 1600 uses. For the purpose



Jatropha plantation

of our visit we were mostly interested to find out that the oil from the seeds can be used as Biodiesel. Biodiesel can be used as fuel for your generator. The lack of reliable power is quite often a reason for not being able to use computers. Therefore Jatropha can be seen as a solution to accessibility problems when you want to use ICT in education.

Once Jatropha has grown for a few years it requires low maintenance, and since it is drought resistant it can be grown country-wide. Jatropha is not browsed by

animals, so historically it has been planted as a living hedge/fence by farmers all over the world. Extracting the oil from the plant can be done locally through simple oil processing methods.

Zambia has the advantage of having more than enough land to grow Jatropha and the plant will even help protect land from further degradation and deforestation. Therefore the growth of Jatropha is heavily supported by the government, who in November 2007 put in place an energy policy which includes biofuels, and in April 2008 issued a Statutory Instrument which officially recognises biofuels as a fuel in the national energy mix.

We have understood from Prof. Sinkala that there are major possibilities for application of funding for Jatropha initiatives through the Ministry of Agriculture. The potential for having sustainable power supply through Jatropha has also generated interest from the Ministry of Education.



Jatropha plant

What can this mean for Colleges of Education?

Colleges of Education who are thinking of starting to use ICT in education and especially those who are considering



Jatropha fruits

eLearning could think of using Jatropha to guarantee reliable power supplies in those remote places where you wish students/teachers to be able to access computers. For example, how about establishing Jatropha plantations at resource centres and schools? The Jatropha can at the same time be used for income generation purposes.

For more information, contact VVOB Zambia.

*Leonie Meijerink, Programme Advisor VVOB*

Explore more @

TESSA: Open Educational Resources for Teacher Education in Africa

<http://www.tessafrica.net/>

iSchool: Resources based on the Zambian school curriculum

<http://www.ischool.zm/>

## VVOB support to community schools

I had heard of the whole cascade system governing the coordination of education system and School Based Continuous Professional Development – from national and provincial level up to school level. It was however difficult to conceptualize all this ... until Wednesday 25<sup>th</sup> March, when I had the opportunity to pay a visit to Kabwe in Central Province.

This day I had interesting discussions with a broad range of actors in the cascade, from the PEO of Central Province, the DEBS of Kabwe District, the Director of Nkwashi Basic School, the Coordinators of Nkwashi Zonal Resource Center, Kabwe district resource centre and the Provincial Resource centre of Central Province, up to the director of Family Future Community School. The

picture became now clear, and I have appreciated the strategic choice of VVOB Zambia to position itself at provincial level in working closely with the sub-PEST coordinating committee to support them and build their strategic management and implementation capacity for school based INSET, including Community Schools.

However, an observation that all actors sub-



Kabwe Teacher Resource Centre

scribed to, is that it remains a challenge to ensure that it is the PEST and the DEST who remain in the driving seat of SBCPD and INSET and that these two levels (PEST and DEST) are capable of developing master plans addressing all major needs of the schools and zones in their area by combining and using efficiently the funds they receive from different sources into one master budget plan. I would here-with like to encourage the dialogue between all actors in the cascade system to ensure the highest autonomy possible at relevant levels on the one hand and to allow for a bottom-up stream of initiatives and ideas to meet and interact with a top-down approach of implementation on the other hand.

*Jeroen De Wilde, Programme Officer, VVOB Brussels*

## THE NEW HORIZON OF COLLEGE CPD

The world is drastically changing in many aspects. We need to change with the changing world. We make use of the world of yesterday to improve on the world of today so that the world of tomorrow is not so strange to us. Continuous Professional Development (CPD) in the Colleges of Teacher Education in Zambia marks the wave and surge of

innovations and trends of quality teaching and learning in the Basic Colleges of Education in Zambia. VVOB has initiated the project to accomplish the ministerial vision and mission aiming at improving, firstly, lecturers' competencies and skills in teacher education. Secondly, the ultimate beneficiary of quality teaching and learning is the student teacher in the classroom. I have a strong conviction that the period from 2008 to 2013 that VVOB operates in Zambia will be a suc-

cess. I agree strongly that for the students to develop the teaching skills, the lecturer has to take first interpret and translate the professional obligation in real terms. I urge all lecturers to stand up and support this very indispensable programme on our door step. We will not secure it once we lose it. Viva VVOB, viva CPD, viva MoE, viva and long live ZATEC. Alta Continua.

*Frank Sipatonyana, Mongu College of Education*

# Lois in the lab

I am Lois Mvula and I work for the National In Service Teachers' College (NISTCOL) in



Lois Mvula in the lab

Chalimbana. I used to work there as an office orderly before VVOB introduced ICT in the college. I have always been interested in computers, and used my own money to pay some short courses in basic computer training. VVOB has helped me to improve my knowledge through a hardware maintenance course, and I assisted with inventories and installations.

Later on, I became the lab manager for the computer lab, and in 2008 I upgraded my ICT knowledge with training in ICT teaching methodology, a Cisco course, and the ICDL certification. I am now in charge of the computer lab, the PC maintenance room and the teaching room, leading a staff of 3 com-

puter technicians. I also teach as a trainer in the VVOB network training and the NISTCOL basic computer courses. In May 2008, I was recognized by the College as the Most Improved Worker and the Most Hardworking Staff Member.

Throughout these last years, I have learnt many things about computers. For me, this is just the beginning of a long learning process. I want and need to go on studying to keep up with modern technology. In the VVOB PTDDL project, I have managed to contribute to the ICT support for the programme. Now, with the VVOB Programme on a nationwide scale, I hope I can transfer my knowledge to others, so that teachers become more proficient in the use of computers, especially in teaching and learning. This will give them a chance to find learning materials on the Internet, and do computer based presentations in the classroom. Through the network training, the primary teacher's colleges have an easier access to education materials and can now quickly communicate with each other by email.

*Lois Mvula, lab manager NISTCOL*



The VVOB is the Flemish Association for Development Co-operation and Technical Assistance, a non-profit organisation. By order of the Flemish and Belgian government we contribute to the improvement of quality of the education in developing countries. Our core task is to provide technical assistance in projects and programmes in the South. This way VVOB makes a major contribution to local capacity development, a means to stimulate sustainable development and poverty reduction.

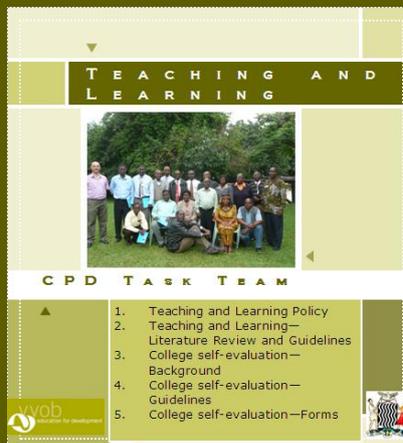
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# Ceedee

Are you interested in college self-evaluation? Would you like to know more about the College Teaching and Learning Policy?

Are you also anxious to see how well your college is doing pertaining to teaching and learning? Can you also not wait to tackle those challenges your college is still facing?



Here is a package that will get you started. The Teaching and Learning CD contains all necessary documents, guidelines and evaluation tools to make it happen. It was developed by and for the CPD Task Team.

Contact us for more information. LL

## Birth of a Quality Assurance Committee at NISTCOL

Following resolutions made at a monitoring workshop held in November, 2008, a Quality Assurance Committee (QAC) was established at the National In-Service Teachers' College (NISTCOL). NISTCOL might be the only education institution in Zambia to have put in place a quality assurance committee. The composition of the NISTCOL QAC is as follows: Mr. V. Chi-yongo - Vice Principal; Mr. H. Swazi - Head of Distance Education Department; Mr. C. Maambo - Head of Education Department; Mr. J. Makwelele -Head of Languages Department; Ms. J. Kalirani—Head of Home Economics Section.

The committee met in February to formulate its terms of reference. With the terms of refer-

ence in place, it became clear that the QAC would play a leading role in improving quality of education at NISTCOL, especially distance education at NISTCOL by keeping an eye on the process of learning and regularly monitoring the quality of support services. Closely monitoring the learning process will help to identify barriers to students' success. With standards, criteria and quality indicators put in place the committee will, from time to time, identify areas needing improvement and co-design interventions in consultation with other relevant committees.

With the QAC in place all our clients are assured of quality education at NISTCOL.

*QAC NISTCOL*