

Republic of Zambia



Ministry of Education,
Science, Vocational
Training and Early
Education



**MESVTEE and VVOB Teacher Training
Support Programme 2008-2013
Our Stories of Change**

Content

Introduction	4
Foreword	6
1. Directorate of Distance Education	8
2. Zambia Library Services	10
3. Charles Lwanga College of Education	12
4. Chipata College of Education	14
5. David Livingstone College of Education	16
6. Kasama College of Education	18
7. Kitwe College of Education	20
8. Malcolm Moffat College of Education	22
9. Mansa College of Education	24
10. Mongu College of Education	26
11. Mufulira College of Education	28
12. Solwezi College of Education	29
13. NISTCOL/ Chalimbana University	30
14. Zambian Institute for Special Education	32
15. Buyantansi Open Community School	34
16. Serenje Provincial Resource Centre	36

Introduction

Anna Murru, Programme Manager VVOB Zambia

The Flemish Association for Development Cooperation and Technical Assistance, or VVOB as we are known worldwide, has been implementing the Teacher Training Support Programme (TTSP) since 2008 in conjunction with the Ministry of Education, Sciences, Vocational Training and Early Education (MESVTEE). With poor learning achievements being registered throughout the country, teacher training is a strategic point of intervention.

The programme was implemented in all public Colleges of Education and was centered around 3 main themes: Continuing Professional Development (CPD), Distance Education (DE) and ICT in Education, and an additional component looking at fine-tuning the institutional framework for government support to Community Schools. The programme has been implemented through the Directorates of Teacher Education and Specialized Services, both Pre-service and In-Service units as well as the Zambia Library Services and the Directorate of Distance Education (DODE).

As we come to the end of this programme VVOB and the partners in the Programme have wanted to retrace the story of the six year journey to where we are today. And what better way of doing this if not through testimonies from the partners themselves? With this publication individuals who have been part of the programme activities tell the story from their perspective and provide the reader an insight of how they lived the TTSP and its activities. The booklet is meant to capture lessons, and highlight successes and challenges faced by the programme.

Together with this booklet MESVTEE and VVOB will distribute the Guidelines for CPD and ODeL in colleges of education (in draft), a major accomplishment of the programme, which has signified institutionalization of CPD activities in Colleges of Education.

As VVOB we would like to take this opportunity to thank the MESVTEE for their support in the programme implementation, and in particular we would like to acknowledge the great efforts of staff at all levels in the two directorates towards the implementation of the programme. We have felt that this has been a true partnership.

As we exit the programme, we would also like to call for increased monitoring of the Colleges by the MESVTEE to enhance coordination, support and guidance of these key institutions.

We hope that you, the reader will find this booklet useful in gaining insightful understanding and appreciation of the efforts made by VVOB, TESS and DODE in improving the quality of education in Zambia through the colleges of Education over the six years.

It is our desire that the impacts registered on the ground be felt long after the end of the programme.



Up (from left to right): Agness Tembo, Anna Murru, Leonie Meijerink, Lyson Chikunduzi, Veerle Cnudde, Caroline Hamankolo, Down: James Silwimba, Hector Swazi, Bornwell Mwewa

Foreword

As we approach the end of the six year collaboration between MESVTEE and VVOB through the Teacher Training Support Programme, it is time for Teacher Education Specialized Services (TESS) to look back and reflect on the achievements of the programme. We are also very pleased that there has been a lot of time and energy spent on looking forward to ensure all the interventions are sustainable.

Through the programme we have seen major progress in the area of Continuing Professional Development (CPD) for leadership at colleges of education. Notably, the National CPD Task Team was established, through which colleges of education can interact with and learn from each other. A similar structure was created for Open Distance Learning (ODL), by establishing the CODEL-CT (Colleges Open Distance and eLearning Platform Coordinating Team). The continuation of both the CPD Task Team and CODEL-CT is embraced by TESS, DODE and all the colleges through the Guidelines for CPD and ODeL in colleges of education.

The support in the area of CPD has ensured that college management and CPD committees are giving professional development the attention it deserves by developing and implementing annual action plans. Through the collaboration with the Lead and Learn Foundation (LLF) from the USA the colleges have embraced student centred instructional strategies, instructional coaching and formative assessment. Furthermore, through the LLF all Principals were trained in educational leadership and management.

Related to Distance Education, ten out of twelve colleges now offer an ODL programme, which will help us reach our target to upgrade all students from certificate to diploma level by 2015. VVOB has supported all colleges in developing ODL programmes, mainly through support in module writing, developing learner support structures, and in general by going on 'visits for change' to learn from ODL programmes in other institutions.

Through the Zambia Library Services (ZLS), all twelve colleges of education and six Teacher Resource Centres were supported in increasing their teaching and learning resources for students and lecturers through the eGranary, also called internet-in-a-box. All colleges have been trained in the KOHA library management system, the implementation of which will make

the use of college libraries very easy for student teachers and lecturers. The sustainability of the support has come through the ZLS who are now able to support colleges of education and Teacher Resource Centres in both areas.

VVOB has also played a big role in supporting colleges to start using ICT for educational purposes. Over the years VVOB has helped to establish computer rooms and internet at all colleges and supported training such as the International Computer Drivers License. As a result a high percentage of college lecturers are computer literate and use ICT in their teaching. Some colleges have even started using Moodle, an online learning environment.

In the area of Community Schools, VVOB has worked closely with TESS to come up with a framework to ensure they are not left behind. We have established a framework for community school support and designed the concept of COSTEP (Community School Teacher Education Programme), through which teachers from different levels can be upgraded.

Finally the National In-Service Teacher Training College was significantly supported. This has resulted in two new diplomas, the Open Distance Learning for Professionals Diploma and the ICT in Education Diploma. The courses are offered in Moodle and on a tablet computer. The first course has started off with a pilot and the latter has been developed.

Through this experience we have learned that innovations require time to be accepted and fully embraced. As a Ministry we are keen to monitor and give support to colleges and ensure that college leadership continues to strive for improvement of their practice, encouraging collaboration between colleges and reflecting on how things are done. As we all know, colleges of education are of central importance in the discourse around quality of education. The well-being and professional functioning of colleges has a bearing on the quality of teaching our children, who are the future leaders of this country. As TESS we now take upon us this great task of ensuring all of the interventions will be continued and thank VVOB sincerely for being our reliable partner for the past six years.



*Chishimba Nkasha,
Permanent Secretary
Ministry of Education, Science, Vocational Training and Early Education*

1. Directorate of Distance Education

MEETING TEACHER QUALIFICATION POLICY USING OPEN AND DISTANCE LEARNING (ODL)

Iñutu Kalumiana, Acting Principal Education Officer, DODE

ODL in Zambia has a long history dating as far back as the 1940s, when many Zambians were studying for post primary qualifications through commercial colleges in South Africa and Britain. When Zambia became independent in 1964, there was a shortage of educated and trained personnel in both the public and the private sector. This prompted the government of Zambia to adopt Open and Distance Learning as a viable strategy to enhance access to education.



Deputy Minister of Education and Director DODE launching the ODL Guidelines

Ever since the founding of the National Correspondence College, ODL continues to grow in Zambia and is being harnessed by adults and out of school youths who for various reasons may not be able to access formal schooling. To this effect, the country has witnessed a great use of ODL in order to address the demand for education and training, including a tremendous rise in the number of training institutions offering ODL.

While Government has strived to improve the quality of education through ODL for the people of Zambia, some of the learners face challenges which need targeted and special interventions. Some of these challenges are:

- i. Inadequate functional Learner Support Services
- ii. Lack of library facilities in their localities
- iii. Long distances to study centres
- iv. Delayed delivery of study materials and
- v. Undeveloped Information and Communication Technology.

With the Government wanting all teachers upgraded to diploma level by 2015, ODL will help meet the challenge of upgrading the qualifications of a large number of teachers. Through technical and financial support from VVOB, it has been possible for the Ministry to develop teacher upgrading programmes through ODL in Colleges of Education.

VVOB has contributed to the ODL programmes in Zambia in the area of policy through the development of Guidelines for Open and Distance Learning in Zambia. Further the sharing of



Establishment meeting of ODLAZ

experiences and peer learning under monitoring and evaluation of ODL programmes was initiated by VVOB through the creation of a platform dubbed College Open Distance and eLearning Coordinating Team (CODEL-CT). VVOB has also supported the establishment of the Open Distance Learning Association Zambia (ODLAZ) in 2013.

Capacity building has been a key area of support from VVOB. College lecturers were sensitised and capacity built in ODL competencies and principles, focusing on module writing and learner support. This was a prerequisite for setting-up ODL programmes in Colleges of Education. The Ministry reached out to all the nine provinces to offer the required training and this was made possible with the support of VVOB. As a result, ODL has gained prominence in the country.

There has been a steady increase in the number of colleges of education offering ODL. Out of the twelve, four were already offering their own ODL programmes and were supported in improving the quality of the existing programmes. Six new colleges of education started offering their own ODL programmes and two are about to begin. Over the last two years the ODL programmes of public colleges of education have reached over 5,000 student teachers. It suffices to conclude that ODL is helping the country and the Ministry in particular to adhere to some commitments through international protocols and to implement national policies.

2. Zambia Library Services

VVOB's Support to Zambia Library Services

Amedy Banda, Zambia Library Services



Working with VVOB in the area of ICT development has been a very great achievement for the Ministry of Education, Science, Vocational Training and Early Education, particularly the Zambia Library Services (ZLS) unit. The support that VVOB has rendered to the Ministry in enhancing teacher education through the provision of ICT equipment and the eGranary (digital

library) to Colleges of Education, six Teacher Resource Centres and the Zambia Knowledge Centre at ZLS HQs, has been very tremendous.

The e-Granary is an educational portal which has provided very rich teacher education resources. The resources are also very useful to distance education students from colleges of education, especially as the support is brought closer to distance students through the Provincial and District Resource Centres.

VVOB has gone an extra mile to support colleges of education libraries with knowledge in the utilization of the KOHA Software for Library Management. In order to achieve this, VVOB sponsored a librarian from Charles Lwanga College of Education to undertake a course in KOHA in Scotland in 2012. The motive behind this was to introduce the use of KOHA to manage library resources in colleges of education. Charles Lwanga College of Education played a major role in disseminating their acquired skills and knowledge to other colleges.



management is another area that is an achievement worth acknowledging.



With the skills gained librarians and resource centre coordinators have greatly enhanced their skill in ICT and e-Granary Management. Initially ZLS staff were not used to the digital systems, such as Koha and e-Granary, but now ZLS has transformed. It has taken some years for ZLS staff to feel comfortable and learn the new technologies required and now ZLS staff is able to train and provide technical maintenance to other institutions.

3. Charles Lwanga College of Education

How Visit4Change has improved my skills

Sitali C.S

For many years Charles Lwanga College of Education has been trying to automate services in the library. The college chose Koha, an application, to automate the library. The implementation of Koha went smoothly with the support of VVOB-Zambia as I was sponsored to visit Scotland to attend KohaCon12.

In our library, students encounter multiple interfaces to search from, and they often need to learn how to access each system and determine its content. By offering a one-stop resource that allows the student access to all of the library's materials from one place, the library can truly begin to leverage its resources and deliver them to the college more effectively.

Charles Lwanga College Library has a growing number of collections: traditional print, journals, and digital repository (eGranary). Each has its own user interface. It is very difficult for students to find or fully utilise much of what is available to them and time-consuming for them to search each resource one at a time.

A third open-source application is being implemented to harmonise the two resources, Koha and eGranary. It is a discovery tool called VuFind. Discovery tools make it possible to search multiple resources with one query. Selecting discovery tool like VuFind will enable our



Demonstration Moodle online learning environment

library to offer access to all of its resources in one single search-and-browse system.

The integration has already been show-cased at the Koha workshop at Nkrumah University College in Kabwe. At the same workshop I was able to share new skills I got from the Koha Conference that was sponsored by VVOB-Zambia.

My visit to Scotland has helped to improve my Koha skills both technical and administrative. I was able to meet other Koha users from around the world,



such as the developers from New Zealand and Australia. They were able to give us insights into the direction Koha is taking.

Koha is the number one choice of those trying to automate their libraries. All colleges of education have benefited from my enhanced Koha skills. David Livingstone College of Education has fully migrated and Koha is used

exclusively for check in and checkout of library materials.

4. Chipata College of Education

‘Aha!’ The Great Leap

Florence Manda

During any learning process one sure sign of learning is when you observe the expression ‘Aha!’ from the learners. It is a sign of a leap from one level to another. It does not however, happen automatically. It requires a well prepared and thought out learner centered lesson delivery.

This is where the knowledge and skills acquired from the technical support of VVOB come in handy. Our story of success lies in how the CPD committee has managed to disseminate this knowledge and skills to the staff and consequently benefit the students by designing effective action plans and implementation programmes.



Planning meeting at District Resource Centre

Another area of success is the support towards the introduction of a distance programme. Chipata College of education currently has a distance education section which has come a long way in improving its image as well as the quality of its programme. Notwithstanding the reservations of many members of staff and the great efforts towards its realization, distance education has now taken root in the institution. When we look back at those dark days, we

can't help but marvel at the transformation in the attitude and how we have finally embraced the concept.



Collaborative learning. A group designing a spaceship for a 6000 year journey

Even as we continue improving our programme, for it to respond to the demands and needs of learners, we feel that we have to build on the foundation that we have already laid and that with persistence and constant sensitization and capacity building it is possible to accomplish great things for the benefit of children in Zambia



Slides used in an active lesson by Mrs Banda. What does a professor look like?

5. David Livingstone College of Education

A Multiplier' story: $1 * 30 * 50 = 1500 / 1500 * xxx = \dots$ etc.

Fidelis Mumba



This mathematical story starts from David Livingstone College of Education (DALICE). Mr. Fidelis Mumba is a lecturer at DALICE. Fidelis has been one of the stable lecturers, who has consistently been benefiting from training provided through the National Continuous Professional Development (CPD) Task Team. Initially he was one of the 'grasshoppers' who conducted a grassroots project (a bottom-up initiative initiated by VVOB Zambia), and later got promoted as CPD coordinator. He was especially inspired during the Lead and Learn Seminars, which have taken place for three years in a row now. Lead and Learn Zambia is the name of the partnership between the Leadership and Learning Centre, USA and VVOB.

The purpose of the Lead and Learn was to support colleges in a number of areas, identified in the CPD meetings: formative assessment, quality instruction, educational leadership and coaching.

The second objective was for each participant to develop his/her personal, realistic 100 day action plan. All participants of one college then took time to inform each other about the learnings and talk about infusing the lessons learned into the college action plan. The results of all this was exhibited in a learning fair in 2011.

A few months before the seminar multipliers were selected from each college and were trained on how to co-facilitate during the seminar and become agents of change at their own colleges. After the multipliers training all multipliers reported how they had used the strategies to train lecturers at their own college, sometimes even using the strategies in their own home situation. After the 2012 seminar Fidelis embarked on a series of multiplying activities. For one he started writing a chapter '*The seeds of a multiplier*' in a book to be written by the multipliers, whilst being coached by LLC, who are planning to publish this book.



Second year students doing pass-the-ball

He says: *'The skills I got from my coaches are being shared not only with my current students but with teachers in the field as well...Now I have presented instructional strategies at school level, district, provincial and national level during Language Teachers Association seminars. I*

asked my third year students what they have learnt from me since they came to college and the response is:

- *I have learnt a number of learner centred techniques that have helped me to go and teach effectively.*
- *I have learnt different learner centred techniques such as : cooperative learning, think pair and share, rally robin and round table."*



Distance students doing jigsaw during residential school

Now where does the mathematics come in? The reason is that Fidelis by himself managed to cascade the lessons he learned on instructional strategies and coaching and multiplied them (within half a year) to:

- 45 lecturers at DALICE
- 100 student teachers who benefited from his improved teaching
- 500 participants at the Language Teachers Association (LATAZ) conference (at national, provincial and district level), for which he submitted and presented the paper: *'Learner centred techniques which enhance literacy skills'*
- 20 basic school teachers, for whom he conducted a school-based CPD activity.

The total number of direct beneficiaries are at least 665. Now start multiplying this, if you imagine that some percentage of those who benefited will now start using these skills in their own classroom environment.

6. Kasama College of Education

SHARING OF INSTRUCTIONAL STRATEGIES AT KASAMA COLLEGE OF EDUCATION

Moses Musonda, CPD Coordinator

Through seminars and workshops, VVOB has helped our College transform the way we do things in the classroom. We have seen and experienced unprecedented revolutionary changes in our pedagogical practices. There could be no space to document all the things here but I feel I should talk about instructional teaching strategies.

After having been trained through the Lead and Learn Seminars and CPD meetings, Kasama College of Education can rightly boast of conducting very effective learning sessions today. We are using the teaching strategies we were taught and they work.

If you were to attend just one lesson, you would see how amazingly active the learners are and how effectively lessons are conducted.



Student using exit slip for presentation



Students using 'Think-Pair-Share' in a Science lesson

It is worth noting, that even our students are able to effectively use these strategies during peer teaching and teaching practice (school experience).

Talk about ***“speed dating”, “swap meet”, “whip around”, “expert groups”, “market place”, “talkfast”, “elbow partner”, “think with your feet”...***

The list is endless!



Community school teachers in pedagogical skills course using instructional strategy of ‘expert group’ at Kasama College of Education

7. Kitwe College of Education

AN EFFECTIVE TRANSFORMATION OF TEACHING AND LEARNING AS A RESULT OF FORMATIVE ASSESSMENT AND INSTRUCTIONAL STRATEGIES AT KITWE COLLEGE OF EDUCATION.

Michael Mwaiba, CPD Coordinator

Before the VVOB/MESVTEE programme, the education system that prevailed in most colleges was typically that of the orthodox behaviorists' theorists, where the students were mostly passive and listening to the lecturer who dominated the lessons through "Talk and chalk", predominately teacher centered rather than learner centered. The sitting arrangement as perceived in most classes portrayed a picture where the learners were passive and the lecturer was very active. Learners always took the role of listeners while the lecturers did most of the talking.'



Students individually engaged

This was changed thanks to collaboration between The Ministry of Education in Zambia, the Lead and Learn Foundation of the USA and VVOB. The essence of the formation of this programme was to foster pragmatic pedagogical strategies, which would encourage a more student centered education system in Zambia to be initiated by

leadership at the colleges of education.

Since the inception of VVOB Zambia, significant strides have been achieved in terms of implementation of instructional strategies that enhance active learning. Kitwe College of education set up a continuous professional development team whose objective was to sensitize the members of staff on the lessons learnt from the Lead and Learn Zambia. The areas that had to be presented by the multipliers of the college members who attended were; instructional coaching, instructional strategies, formative assessment and

leadership and management. The members of staff were taken through a series of sessions of meetings that were conducted weekly. Notable and dear to my heart were **formative assessment and instructional strategies**.

Formative assessment was defined as a form of assessment that was given to learners to check for understanding, reinforcement of feedback and better strategies of instruction. Yet others defined it as, a kind of assessment done at every stage of teaching and learning process. The greatest success story about formative assessment at Kitwe College of Education was that students at the college were assessed to check for their understanding and feedback was given promptly. The Kitwe



Students collaborating in groups

College of education management and administration passed a mandatory statement that formative assessment be part of the evaluation system.

Instructional Strategies were a pivotal and integral part of the core content of the learning system at the college. It became apparent that, instructional strategies fostered active learning and promoted co-operative learning. By utilizing a number of instructional strategies shared with the Lead and Learn Zambia experts, a lot of significant change has been noted in the college, as this has translated into the students being more interactive. Among the strategies implemented were; the use of experts groups, corners, the value line, speed dating, graphic organizers and the use of entrance/ exit slips, the use of KWL (what is Known, what you Want to Know and what has been Learnt). The integration of formative assessment and instructional strategies worked very well, for the positive results that the college had achieved

8. Malcolm Moffat College of Education

IT ALL STARTED OVER A CUP OF TEA

Kennedy Kasimba – Distance Education Coordinator

It was during the October, 2010 Lead and Lead Zambia Seminar and National Continuing Professional Development Task Team (CPD TT) workshop that Open Distance Learning (ODL) and CPD Coordinators from Mansa, Kasama and Malcolm Moffat College of Education (MMCE) came up with the idea of joint module writing. This was



Three Principals from MMCE, Kasama and Mansa Colleges

over a cup of tea, when one of the facilitators encouraged enhanced college to college collaboration and networking to avoid re-inventing the wheel. The presence of three vice principals from the three colleges sped up the process and they welcomed the idea. Phone calls were made to the respective Principals and they also had no objections.

The three colleges of education were lucky that in December 2010 VVOB had organised an activity in collaboration with TESSA (www.tessafrica.net), in which

the three colleges were brought together and learned how to integrate Open Educational Resources into modules.

This proved to be very fruitful for the exercise that enhanced the collaboration between the three colleges. Around the same time, the idea of joint module writing was floated and a proposal for support was presented to VVOB. MMCE was chosen as the secretariat for this exercise and they originated the draft document. VVOB approved the activity on the agreement that it be cost shared by the Colleges and had a first writing workshop in Mpika. Thereafter the three colleges were brought together in Serenje. This provided a good foundation for the shared module writing.



Joint module writing workshop

Dear reader, that is how the first ever joint module writing exercise involving three colleges of education took off in late December, 2010. At the end of the 6 day exercise, the three colleges were able to produce draft Module 1 for each of the seven study areas. The editing was scheduled for the second week of February 2011,

the earliest the three colleges were able to set aside the required resources. A lot of water has gone under the bridge since then, but MMCE under the leadership of Mr. Sikwela (Principal) has finally got DE students using Module 1 as the stepping stone.

In December of 2012 the three colleges shared another workshop, facilitated by the Directorate of Open and Distance Education. The focus of this workshop was on learner support in ODL. Currently MMCE has 357 Distance Education students who are using these modules. Once again, thanks and bravo to VVOB. Though VVOB is winding up its Teacher Training Support Programme in 2013, the foot prints of the impact of the programme will still remain in the history of our institution or should we say our colleges of education.



All module writers of their new ODL programme from MMCE, Kasama and Mansa Colleges

9. Mansa College of Education

VVOB SUPPORT TRANSFORMS TRAINING STRATEGIES AT MANSA

Maxwell Mumba

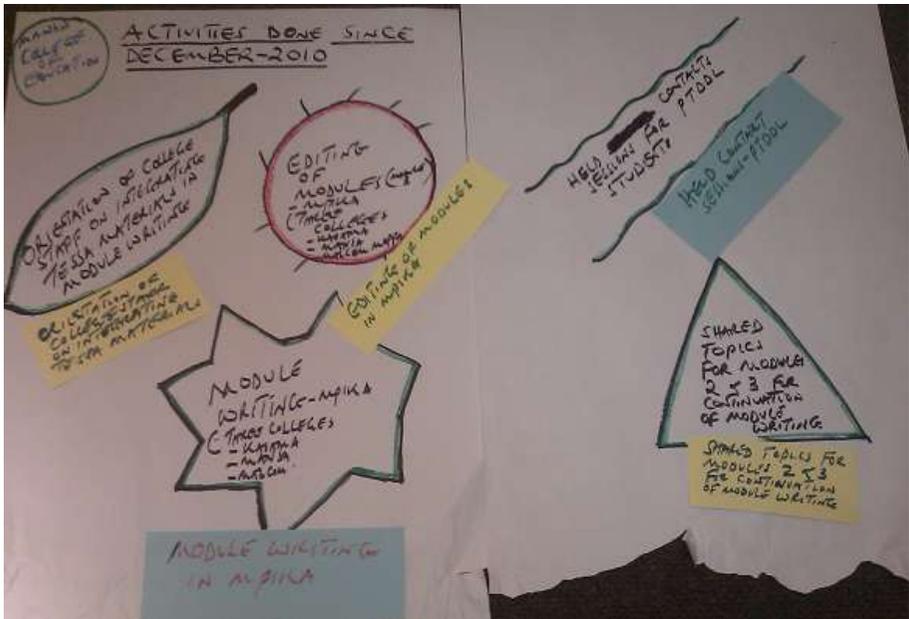
Mansa College of education has benefited tremendously from the VVOB/MESVTEE support. As a result of the support there has been a tremendous change in the strategies used at the college in the training program for students.

One change that has brought a major impact is the support in the use of ICT's by both lecturers and students. VVOB has supported the college with computers and internet connectivity which has impacted greatly on research activities and skills for both staff and students. The use of ICT such as the use of LCD's, has also modernized teaching of content and methodology to students.

As remarked by one lecturer, *'No longer do we make our jackets dirty with chalk, because we use LCD's'*.

This has also enabled students to effectively learn as they are able to follow lecturer's systematic presentations.

Another success story is that the college boasts of being able to produce distance education materials of international standards. Thanks to VVOB and DODE for their financial and technical support respectively. Currently, the College has a total number of 616 students on distance programme, upgrading from certificate to diploma level.



Preparations for developing Mansa's Distance Education Programme

Embracing VVOB support has brought forth the desire that the nation has been crying for in teachers. The use of ICT and the sharing of information during CPD meetings have allowed lecturers to use strategies that have brought about autonomy in learning. Our learners no longer depend on spoon feeding from lecturers, but they learn with or without lecturers in class. Is this not the desire of all that learning should continue even when lecturers are not present?

10. Mongu College of Education

CPD at our college

COMPILED BY: MOCE CPD

As VVOB winds up the Teacher Training Support Programme implemented with the MESVTEE we reflect on its impact. VVOB's support has been mainly through strengthening and building capacity for Continuing Professional Development (CPD) in the colleges of Zambia as a whole, and Mongu College in particular. Through the programme Mongu college has received material, financial and moral support in trying to uplift standards of learning and teaching through the promoting of learner-centered methodologies and approaches in the classroom; provision of learning aids in the form of books, projectors and computers for use in the classroom; short courses for tutors by the Lead and Learn Institute of the USA in leadership, instructional strategies and assessment; promoting collaboration among colleges; and building capacity within the college on how to run CPD.



Very active students at Mongu College

It must be acknowledged that before the intervention, CPD was rarely heard of and its operations were not formalized. With the VVOB support guidelines for operations of CPD in all colleges of Education in Zambia have been drawn up. Together with the National Task team the concept of holding regular meetings by drawing up action plans was instituted in the colleges and this has greatly benefited Mongu College of Education. In particular:

- It was through the initiatives of VVOB that Mongu College successfully launched the College Teaching and Learning policy in 2010.

- The college is able to plan and budget through a systematic arrangement of College Action plans that saw the purchase of needed Teaching and Learning materials.
- The college CPD was able to draw up the Vision and Mission statements with inspiration from VVOB.
- Yearly National CPD Task Team meetings have provided an opportunity for Colleges to learn from each other by exposing them to best practices in other Colleges.

An abstract from a personal story from Mubitelela Sililo from Mongu College of Education who went on a visit-for-change to Uganda:

Visioned Leadership Drives innovation in TESSA

You are immediately struck by the charisma and charm of this towering figure. He seem to have contiguous influence of all those around him. He is Richard Okiror the Head teacher of Kabojja Junior School, Kampala. Upon arrival at the school, we were assigned to observe lesson using TESSA materials. At first, I thought everything choreographed for our visit. The head teacher seemed to have a thorough knowledge of how each teacher delivers each topic using the TESSA materials. However, after observing the



teachers and pupils using TESSA materials reality strikes you and you now understand that what you see is what get. At Kabojja Junior School, the head teacher is the head of instructional management. He shares the vision of how innovation such as TESSA can best benefit the learners. The head teacher ensures that the change is understood by the teachers, who are key to the implementation. In circumstances

Ugandan teacher uses TESSA methods

where some teachers seem to lag behind and not keen on adopting the change, he patiently gives them time to become comfortable with the process. In the classroom, many teachers have adopted the use of TESSA materials to make their teaching more learner centred and a more enjoyable learning experience for the learners. Kabojja Junior School presents a good example of how innovations can succeed once the leadership is convinced of the change and owns the change.

11. Mufulira College of Education

UNTOLD VVOB SUCCESS STORY AT MUFULIRA COLLEGE OF EDUCATION ON THE COPPERBELT OF ZAMBIA

Chilekwa GKC-Principal, Yumba D – Vice Principal, Kumwenda GE – Distance Education Coordinator, Tebeka J – CPD Coordinator.

VVO has contributed greatly to the improvement of the use of Information Communication Technology (ICT). This includes the use of e-granary, the communication system of Bulk system (SMS) and supply of computers being used by the student teachers and lecturers. These innovations have greatly helped the student teachers and lecturers to do research easily.



College website

VVOB has also made a contribution to the college through Distance Education, such as providing support in the implementation of quality standards and capacity development in module writing. The training of staff in distance education management through a Visit for Change to Charles Lwanga College of Education, has been of great benefit and success to both student teachers and lecturers.

The college was also supported in Continuing Professional Development (CPD) of lecturers and non-teaching staff at the institution. VVOB has exposed the college leadership with an international organisation from the USA, called the Lead and Learn Centre. This organisation helped the college leadership and lecturers to acquire skills, knowledge and information on management of students and human resource.

Finally VVOB Zambia has supported the college by procuring materials in form of reference books for lecturers and student teachers. These study materials were bought based upon the needs of the college. The college management, lecturing staff, non teaching staff and student teachers would like to thank VVOB for what the organisation has contributed to the development of education on the Copperbelt and the nation at large.

13. NISTCOL/ Chalimbana University

CHALIMBANA CAYINA! The Story of Change at NISTCOL

Lois Mvula- ICT Laboratorium

I started working with NISTCOL in 2002, and since then I have witnessed the growth of NISTCOL with the support from VVOB. Back then, very few members of staff and lecturers were conversant with the use of computers.



Lois at work

VVOB came in to support the use of ICT for teaching and learning for staff and lecturers. Because of my keen interest in computers I was offered the opportunity of participating in the training even though my position at that time was that of an office orderly. Through VVOB I was trained to manage the NISTCOL Computer Lab. I received training in Networking, Managing and Implementing Windows Server 2003 and I obtained an International Computer Drivers License.

Not only was I sponsored in technical training, I was enabled to attend the 6th International e-Learning conference in Tanzania after my proposal for a VVOB sponsored visit4change was accepted. That was the first flight in my life!

As a result of my training NISTCOL no longer outsources manpower to work on their computers as I am able to do most of the required work. My life has changed, I am now a specialist.

A number of colleges and schools actually seek my services as a consultant/trainer. I have also contributed to the use of ICT in education by facilitating at workshops and trainings.

My life has really changed. This year I will finish my Advanced Diploma in Computing and Information Systems.



Moodle Training by Greig Krull of SAIDE at NISTCOL

14. Zambian Institute for Special Education

OUR VOICE

By Mrs Nambula Ndopu Changala

INTRODUCTION

Our Voice is the story of Zambia Institute of Special Education (ZAMISE)'s biggest successes achieved through the support of the MESVTEE/VVOB programme from 2008 to 2013.

THE STORY

Once upon a time, in 2008, there came VVOB, a Flemish organization that partnered with Zambia's Ministry of Education, Science, Vocational Training and Early Education to support Teacher Training. Their partnerships has seen colleges of education work together, collaborate, carry out exchange visits and seen their engagement in various interactive educational activities and programmes whose focus was on improving teaching and learning, quality delivery of Distance Education, use of Information Communication Technology, and encouraged professional development through the creation of Continuing Professional Development committees in colleges of education. Leaders of institutions and other MESVTEE departments were also involved. The later partnership with the Lead and Learn Centre of USA gave comprehensive skills in four strands namely Leadership, Instructional Strategies, Instructional Coaching and Formative Assessment.



Librarian teaching students how to use the e-granary

ZAMISE benefited a lot from the MESVTEE/VVOB support programme and proudly voices out its achievements. One of the biggest successes in terms of improved teaching and learning is the use of Open Educational Resources (OER) accessed off line on the eGranary by both lecturers and students which has helped in

the preparation of lecture notes. Similarly, students have found it easier to research and produce quality work using OERs.

The training in the use of the KOHA digital cataloguing system for library personnel has simplified the issuing, recording and tracking of books by library staff. Consequently students find it easy to access reference books.



Learning to use DE Education Spidergram in a training for staff

Teaching and learning in ZAMISE has greatly improved as members of staff engage in professional learning communities through the CPD meetings. The use of various interactive instructional strategies in the classroom has equally enhanced teaching and learning. One happy lecturer gives her experience with Instructional Strategies here below;

My name is Grace Chilando Daka. I am the Head of Section for Early Childhood Education (ECE) in the Education Department at ZAMISE. I am delighted to give a story of my improved teaching and learning techniques that I was coached in by the acting Vice Principal after she attended a Lead and Learn Zambia Seminar. She coached me in the following Instructional Strategies; 1. Think- pair share; 2. Market place; and 3. Parking lot.

During my facilitation of the Education Leadership and Management Course I implemented the 'think pair share' and 'the market place'. Through these methodologies I noticed that the students approached learning easily, as if part of a game. They interacted freely and their participation was high. They encouraged me to continue with the same techniques and wished all lecturers would make use of them. The Acting Vice Principal observed one of these sessions and was impressed.

From personal experience, I can safely say that these teaching and learning techniques are helpful and motivate the learners. They compel the teacher to fully prepare for the class in advance and encourage active participation of all learners in the learning process, making learning pleasant and easier than would happen in a normal lesson.

15. Buyantanshi Open Christian Community School

An example of long-term partnership

By Foster Kahungu, Head teacher



VVOB has supported BOCCS in a number of ways and this has benefitted the entire school.

For example, training was conducted for more than ten teachers from the school on the use of computers. Teachers were sent to the Kabwe Trades Training Institute to acquire computer knowledge. In 2010 three other teachers were sent to Malcolm Moffat College in Serenje to obtain the international computer driving license (ICDL), hence enabling them to become computer experts.

BOCCS has also received teaching and learning equipment from VVOB, including: desktops, laptops, tablets and printers. This has enabled the school to have an equipped computer lab and to offer its students ICT lessons as part of its day to day programmes.

VVOB has also offered financial sponsorship for various activities on Global education and Intercultural exchanges entitled: Kicking Aids Out, Construction of various art works using paper mash, Zambian cultural ceremonial dances/outfits, Zambian Traditional Games, Child Abuse, Treasure Hunt and Gender roles and equality.

Through the assistance of VVOB, the BOCCS – De Belhamel school-link was established. This is an intercultural exchange and partnership between Flanders (De Belhamel) and Zambia (BOCCS), which started in 2011.



Though the school-link, tablets were purchased and teachers were trained in their use for teaching and learning purposes. A workshop that was held at BOCCS has contributed to the improvement of pupils' reading and writing skills. The pupils are not only introduced to technology at an early age, but through the use of the tool they have found it easier to learn how to construct words and sentences.

The tablets have allowed them to recognize words using word sounds.

A significant challenge to the school-link partnership has been the high cost of internet, which as limited the effectiveness of communication with the school partners in Belgium.

BOCCS considers this a true partnership which has had a positive impact at all levels of the school.

16. Serenje Provincial Resource Centre

THE E-GRANARY AND TEACHERS' PROFESSIONAL GROWTH

By Machiko Viston, Provincial Resource Centre Coordinator

It has not been easy for Teachers Resource Centres (TRCs) to fulfil their mandate to offer support to teachers through regular in-service training, coaching, mentoring and also to provide teachers with collaboration space for sharing and knowledge exchange due to a number of reasons. One of them is the non-availability of relevant and up-to-date teachers' reference books.

To help out in this area, VVOB installed the egranary also referred to as internet in a box, or digital library at Serenje Provincial Teachers Resource Center (TRC). The greatest benefits this intervention has brought to the Resource Center is that teachers are now visiting the resource centre regularly to have access to a wealth of



information available on the egranary. Many of them visit to research, write assignments, write lesson plans, watch lessons on video from the 'Khan Academy' and thereafter, hold discussions to share learning points and find ways to teach a similar lesson in class. Students furthering their professional qualification by distance learning have access to a variety of resources on the egranary.

The e-granary has added another dimension to the functions and operations of the resource centre and in its quest to promote teachers' professional growth. The resource centre is transformed into a 'Knowledge Center' as well. The problem of limited and old text books in the TRC has been significantly alleviated.



Role play at Serenje PRC practicing how to support clients in using the e-granary

The resource centre has now embarked on downloading some documents and making copies for distribution to schools so that even those in remote areas can have access to these resources.



College lecturer and Teacher Resource Centre Coordinators discuss how to support DE students

Plans are also underway to operate a mobile egranary service, where on scheduled days, the egranary is taken to zone center schools.

This is how the egranary is contributing to the teachers' professional growth leading to the improved quality of teaching and learning.

Editors note: Find the Khan Academy on your e-granary or on <http://www.khanacademy.org/>

THANK YOU!

On behalf of the VVOB ZAMBIA team we thank all the people we worked with sincerely for your enthusiasm and passion to work with us to make an impact on Teacher Training in Zambia.

Together we achieved:

- 400 lecturers were capacity built in their teaching skills, including enhanced ICT skills, indirectly enhancing the learning of 12,000 students.
- Improved the facilities for teaching and learning in 12 colleges of education.
- Capacity built 12 colleges of education to start or improve Open Distance Learning, of which 10 colleges have started ODL programmes, reaching in total over 5000 students through distance mode.
- Improved teaching skills of 2600 teachers in community schools.

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.

VVOB vzw Zambia
CDC Building
Haile Selasie Avenue
Long Acres, Lusaka
Zambia

VVOB Zambia
PO Box 31204
10101 Lusaka
T/F 211 255154
<http://www.vvob.org.zm>
zambia@vvob.be

Met de steun van
DE BELGISCHE
ONTWIKKELINGSSAMENWERKING 

Met steun van de
Vlaamse overheid 