



**Knowledge hub**  
-  
**Collection of best practices**

**Summary of the best practice**

1. Title of the best practice (e.g. name of policy, programme, project, etc.) \*

Review of the school based teacher training ( in-service and pre-service) in Zambia

2. Country or countries where the practice is implemented \*

Zambia

3. Please select the **most relevant** Action Track(s) the best practice applies to \*

- Action Track 1. Inclusive, equitable, safe, and healthy schools
- Action Track 2. Learning and skills for life, work, and sustainable development
- Action Track 3. Teachers, teaching and the teaching profession
- Action Track 4. Digital learning and transformation
- Action Track 5. Financing of education

4. Implementation lead/partner organization(s) \*

UNICEF and the Ministry of Education

5. Key words (5-15 words): Please add key descriptive words around aims, modalities, target groups etc. \*

Review of the effectiveness of teacher training and the capacity of the system to improve it

6. What makes it a best practice? \*

Participatory review with capacity building activities. The best practice is that all stakeholders were involved in the review through field visits not mainly online. New online communication tools between the national MoE and the local one were developed and improved communication between stakeholders

## Description of the best practice

### 7. Introduction (350-400 words)

This section should ideally provide the context of, and justification for, the practice and address the following issues:

- i) Which population was affected?
- ii) What was the problem that needed to be addressed?
- iii) Which approach was taken and what objectives were achieved? \*

The Directorate of Teacher Education and Specialized Services (TESS) and the Teaching Council of Zambia (TCZ) have requested technical support from UNICEF to review the teacher training system by identifying linkages between in-service and pre-service programs. The school-Based Continuing Professional Development for teachers was assessed, and critical gaps hindering the adequate provision of SBCPD were identified.

The assignment started with a kick-off and introduction meeting with UNICEF, UNESCO, and the MoE. An inception report was agreed on, online interviews with different stakeholders were organised, documents were reviewed, field trips were organised with school site visits and face to face interviews.

The consultant visited four provinces in Zambia in May 2021 to meet as many stakeholders as possible at different levels taking into account the Covid-19 rules. This field visit started with a workshop with TESS and TCZ education officers, where challenges and solutions for teacher development in Zambia were discussed and commented on.

The field report contains many suggestions collected from all kinds of education stakeholders, on how School-Based CPD could be organised and monitored. Monitoring and funding are two main challenges to manage the teacher training system. The education development partners support the MoE with teacher training programs, but the Ministry should start owning these programs as suggested in several chapters of this and the other reports. Workshops for standard officers or resource centre staff should be organised in the resource centres or in colleges of education and should be part of an in-service strategy. Using the existing infrastructure for training will be cheaper, the remaining funds should be used on teaching and learning materials for school-based training programs.

Globally, the COVID-19 pandemic has disrupted education systems forcing learners and most schools to shift to online learning platforms to curb the spread of the pandemic. In Zambia, the pandemic saw the closure of schools and higher learning institutions both in 2020 and 2021, forcing over 4.4 million children and adolescents to stay home. During the school closure in 2020, Government through the Ministry of Education and its partners, developed and have since been implementing the Education Contingency Plan (ECP) to respond and mitigate the impact of the pandemic on learners. Through the plan, Government implored various methods to keep children learning through printed learning packages, radio, television and online learning using computers, phones, and the internet.

About 1000 teachers in Zambia were trained on how to identify learners who were experiencing various challenges due to COVID-19. They were then expected to offer such learners appropriate psychosocial support through phone and text during their routine student monitoring activities. 7000 teachers were trained on the development and use of distance learning tools and approaches.

Two primary modalities of pre-service teacher education exist in Zambia. The first is a certificate program operated by colleges of education. The two-year certificate teacher education program has been upgraded to a three-year diploma. The second is a four-year degree program, which is offered by universities. Primary teacher education has also been introduced in universities to improve the supply of qualified teachers and therefore three teachers' Colleges have been upgraded to universities, like the Chalimbana University in Kabwe, the Copperbelt University in Kitwe and others. Student/lecturer ratios are low in colleges of education, on an average there are 16 students per lecturer, in the Musi-o-Tunya CoE, there are 83 students and 20 lecturers, equivalent to 4 students per class.

## 8. Implementation (350-450 words)

Please describe the implementation modalities or processes, where possible in relation to:

- i) What are the main activities carried out?
- ii) When and where the activities were carried out (including the start date and whether it is ongoing)?
- iii) Who were the key implementation actors and collaborators? (civil society organizations, private sector, foundations, coalitions, networks etc.)?
- iv) What were the resources needed (budget and sources) for the implementation? \*

The overall objective of the technical support through a consultancy is

- To support TESS and TCZ to undertake a detailed review of the School Based Continuing Professional Development (SBCPD) for teachers
- To identify critical gaps hindering the effective provision of SBCPD
- To provide recommendations for strengthening the SBCPD delivery

Specifically, the consultancy will review both INSET and PRESET to identify areas of potential linkages, review the INSET structures, and provide concrete recommendations for strengthening SBCPD.

4.2. Review systems and structures for school-based CPD. The review will include but not limited to the following:

- Review the SPRINT Framework, contents, modalities, relevance, effectiveness and recommend ways of strengthening. The review should capture views of teachers on SBCPD, their needs, expectations, and career aspirations. To get a holistic view, teachers at different stages of career development should be targeted i.e., newly posted, mid-level- career, long serving teachers and different responsibilities. The review should also include teacher mentorship practices, explore cost effective and innovative approaches to SBCPD.
- Review the role of Resource Centers (RC) in CPD provision and identify barriers affecting their capacity and functionality, provide recommendations on how RCs can be strengthened to provide quality and cost-effective CPD especially in the current resource constrained environment.

During the period of 17th- 27th May 2022, the consultant visited four provinces in Zambia, namely Lusaka, Central, Copperbelt, North-western provinces, to meet as many stakeholders as possible at different levels considering the Covid-19 rules. Primary and secondary schools, colleges of education, education offices and resource centers were visited in Lusaka town, Chisamba, Kabwe, Kitwe, Ndola and Kasempa. The consultant was supported in the field by education officers from TESS, TCZ and UNICEF. This field visit started with a two-days' workshop in Lusaka on 13th and 14th May 2022 where 8 TESS and 2 TCZ education officers, a total of 10 participants from the Ministry of Education (see attendance list below) attended and challenges and solutions for teacher development in Zambia were discussed and commented on based on the preliminary literature review and interviews conducted by the consultant.

The objective of the two days' workshop on 13th and 14th May 2022 was to explain TESS and TCZ officers the purpose and the objectives of this assignment. Discussions were held in plenary and in smaller groups on the challenges in teacher education, SPRINT, SBCPD and Lesson Study models. The consultant also prepared a questionnaire and evaluation matrices that the participants discussed in smaller groups (see below table on the workshop agenda)

Point N° Agenda items and workshop steps

- 2.1 Purpose of the assignment
- 2.2 General and specific objectives of the assignment
- 2.3 Review of the timing and phases of the assignment
- 2.4 Discussion on the challenges in CPD (from the ToR) and coordination among the Departments
- 2.5 Discussion on the elaboration of the questionnaires and the evaluation matrices

Different mixed discussions groups were composed of education officers from TCZ and TESS. The UNICEF education officer and the consultant were joining one of the groups

The workshop started with group discussions on the strengths and the weaknesses of teacher training and teacher development programs and their actors in general. During the interviews 13 teachers were asked about their career history: Which pre-service training did they receive, which training sessions did they receive from the Ministry of education (in-service) and which training sessions did they receive from the development partners (in-service).

From the 13 teachers, 10 have a degree (77 %) and 3 have a diploma (23%) from the College of Education or a University (10 public, 3 private and 2 mission institutions).

## 9. Results – outputs and outcomes (250-350 words)

To the extent possible, please reply to the questions below:

- i) How was the practice identified as transformative? (e.g., impact on policies, impact on management processes, impact on delivery arrangements or education monitoring, impact on teachers, learners and beneficiary communities etc.);
- ii) What were the concrete results achieved with regard to outputs and outcomes?
- iii) Has an assessment of the practice been carried out? If yes, what were the results? \*

The education sector in Zambia is guided by the Zambia National Education Policy 1996, the Education and skills Sector Plan 2017-2021 and the national higher education policy 2019. These policies are aligned to Zambia's 2017-2021 National Development Plan (7NDP) situated within Zambia's Vision 2030, and presents five priorities for the 2017-2021 period, including reducing developmental inequalities; enhancing human development; economic diversification and job creation; poverty and vulnerability reduction; and creating a conducive governance environment for a diversified economy. These priorities are aligned with regional and global initiatives such as the Southern African Development Community's (SADC) Regional Indicative Strategic Development Plan, the African Union's Agenda 2063, the Common Market for Eastern and Southern Africa (COMESA) protocols, and the Sustainable Development Goals.

Teachers can professionalise throughout their careers, and professional development are part of the professional continuum that starts with the initial training and ends when you leave the job. It includes all the initiatives that ensure that teachers grow in their professional expertise to optimise the quality of education. These initiatives can be different in terms of set-up, duration, target group, offer, etc. There are the typical "traditional" activities of professional development and the learning within and outside the school (e.g., participation in workshops, trainings and meetings outside the school, participation in pedagogical seminars).

Teachers are primarily responsible for their professional development. However, they can only fully assume this responsibility if supported by the school. Coordination between the various players is crucial (the school, fellow teachers, managers, support staff, school board, combined school, teacher trainers, pedagogical supervisors, MoE employees, professional development providers, publishers, researchers, external parties, education authorities).

Teacher Education and Specialised Services (TESS) is the primary unit for teacher capacity building, working closely with the Directorate of Standards and Curriculum (DS&C) to enforce teaching standards for in-service. The Teaching Council of Zambia (TCZ) is responsible for registration, accreditation, and licensing of private and public Colleges of Education.

School-based CPD programmes for teachers are provided through a specific programme called the School Programme of In-Service Training for the Term (SPRINT). Under SPRINT, all teachers are encouraged to participate in CPD activities as these are based on locally identified needs and undertaken within schools or at "Teacher Resource Centres (TRCs)", which are at provincial, district, or zone levels.

## 10. Lessons learnt (300 words)

To the extent possible, please reply to the following questions:

- i) What were the key triggers for transformation?
- ii) What worked really well – what facilitated this?
- iii) What did not work – why did it not work? \*

The different activities like SPRINT, SBCPD, and Lesson Study that should improve the quality of the teacher are mixed up by many teacher groups in Zambian schools. SPRINT is explained as it is different from CPD and Lesson Study. Lesson Study is not discussed in teacher groups where pedagogical classroom items should be addressed. As mentioned earlier, the SPRINT model should be revised by focusing on the lowest levels, the school, the zone, and the district. A new and straightforward SPRINT guide should be developed through a nationwide consultation of teachers, managers, and educators in district-level conferences in the resource centers, schools, colleges of education and universities. It should be made clear that all (SB)CPD activities are part of the SPRINT model, lesson study included.

The SBCPD provision based on the cascade model, which takes teachers away from school, is disruptive, expensive, and often ineffective, as key messages become diluted when they reach teachers. The alternative system in place in Zambia (modelled on the Japanese method of Lesson Study) has not delivered the expected gains in learning outcomes, partly due to a lack of resources and partly due to the challenges of 'cultural transfer.'

The SPRINT model as mentioned earlier, should be implemented through a simpler cascade, starting at the district level going through the zone and clusters to the school. The cascade will work in both directions, from the SBCPD at the school level to the cluster where the different SBCPD trainings and LP developed will be shared and finally be put on the CPD website at the district resource center level. Trainings can be organised at the DRC level to strengthen SPRINT and SBCP knowledge and practice, SICs and ZICs will be regularly trained and cascade what they learned to the schools.

The different teacher development activities at different levels of the education system in Zambia strengthen the capacity of the teachers, head teachers and teacher educators. A mapping should be done to develop a CPD M&E system, the goal of this mapping is to study the outcome, the success, or the failure of a program and/or a project to obtain a clear picture of how the SPRINT was used or was not used and which levels of the cascade were more efficient. The mapping should also show in which cases teacher groups were meeting and in which not. With the results of this mapping teacher guides, modules and a database should be developed so that teachers can consult these to produce efficient SBCPD.

The quality of education during online learning is very much dependent on the home environment, computing equipment, access to electricity and internet which are related to financial strength of individual households. While radio, television and online learning were very useful during the closure of schools, in Zambia, these platforms are remained inaccessible to the majority of learners especially those from vulnerable households and rural areas. In terms of disparities in access to electricity, USAID 2019 Zambia Energy Sector Overview revealed that the Zambia's national access to electricity averaged at 31% with 67% of the urban and 3% of the rural population having access to power. These disparities of access to power were also the same across schools as a number of them that did not have access to electricity; about 4,854 primary and 191 secondary schools. In 2018, only 3,025 schools sourced power from the main grid while the proportion of those which sourced power from generators were 331, from solar, (Ministry of National Development Planning, 2020). The 2018 National Survey on Access and Usage of ICTs by Households and Individuals indicated a big gap in internet access between urban and rural areas, with 31.2 percent in urban areas and 6.6 percent in rural areas. This scenario has favoured learners from urban and affluent families to have better access to these resources and technologies in private schools

## 11. Conclusions (250 words)

Please describe why may this intervention be considered a “best practice”.

What recommendations can be made for those intending to adopt the documented “best practice” or how can it help people working on the same issue(s)? \*

Many schools implement school based CPD programs, but they should be implemented with more quality and efficiency. The capacity at the school level should be increased to plan, manage, and support effective SBCPD programs and to guide teacher groups in effective and efficient planning using learner-centered and competency-based methodologies for the classroom. In some schools, teachers complain that there is a lack of time to meet in teacher groups to organise SBCPD workshops and trainings. For example, a SPRINT component, lesson study, is reduced in time and the eight stages are in many cases reduced to lesson preparation, demonstration, and discussion. The eight stages of the lesson study cycle are not implemented because of time and the lack of monitoring. The lack of time for SBCPD is a big challenge in double-shift schools and classrooms with sometimes more than 60 pupils and more. The teachers are too busy organising their double shifts classrooms, spend a lot of time teaching, and don't motivate them to meet in TGs. The lack of SBCPD in schools is also a result of understaffing and lack of personal interest.

The organisation of SBCPD depends on how the headteacher manages SPRINT and how teachers implement it. Some school managers have a SPRINT background and experience others don't have. There is a lack of interest in other schools, and SPRINT is not prioritised, although the CPD policy is clear that schools should have in-service activities. The policy is not implemented, and there are no sanctions for schools when not organising CPD because of the lack of monitoring and follow-up. Teacher training monitoring and evaluation should be more effective by improving communication and information on SBCPD. ICT should be improved in all schools starting by rural schools where the majority of schools are. According to the education statistics the number of computers at the different levels increased, from the year 2014 (15,490) and 2020 (42,800) respectively. In many cases it is one computer per school what is not sufficient to make that all teachers have access to a computer. 2021 primary schools, out of the 9441 in 2020 have an internet connection, 566 secondary schools out of 1290.

About 70-80% of the Zambian teachers have a mobile smartphone , and WhatsApp is used as the preferred communication tool. The MoE should continue and extend the support to distance teaching and, apart from the CPD/SPRINT website, develop an electronic library for teachers, which publishes materials of pedagogical specialists for working in e-learning environments, including video lessons, training programs, innovative methodologies, tests, films, exercises, entertaining pedagogy, and presentations. If no computer or connection is available, printing and distributing printed chapters of textbooks and grade curricula could be distributed or broadcasting video-type lessons through television and radio, or the content of the electronic library for teachers could be offline on a USB that could be used on a computer, a laptop, or a smartphone

TGs could use WhatsApp for reflective activities that support teachers in planning classroom activities even in troubled pandemic times. The skills and competencies developed by transferring through WhatsApp or ZOOM will support the sustainability of a SBCPD program for the teachers and the standard officers. So many Districts have transport challenges to visit schools, organising meetings by ZOOM and communicate through WhatsApp on how SBCPD is progressing will reduce transport costs.

The teacher training system in Zambia has a lot of good programs and projects but lacks coherence. Having a clear teacher development strategy is a priority and should be discussed nation-wide with all stakeholders, teachers and parents included.

The national teacher education policy should set broad minimum requirements for teacher education qualifications and its cost.



## 12. Further reading

Please provide a list and URLs of key reference documents for additional information on the “best practice” for those who may be interested in knowing how the results benefited the beneficiary group/s. \*

UNESCO/MoGE 2019

<https://www.unesco.org/en/articles/launch-zambias-standards-practice-teaching-profession>

UNESCO/MoGE 2019

<https://www.saqqa.org.za/sites/default/files/2019-11/StandardsFramework.pdf> World bank 2020

<https://documents1.worldbank.org/curated/ar/613441588692336203/pdf/Zambia-Education-Enhancement-Project-Additional-Financing.pdf>

[https://planipolis.iiep.unesco.org/sites/default/files/ressources/zambia\\_-\\_education-and-skills-sector-plan-2017-2021.pdf](https://planipolis.iiep.unesco.org/sites/default/files/ressources/zambia_-_education-and-skills-sector-plan-2017-2021.pdf)

<https://pmrczambia.com/wp-content/uploads/2022/03/COVID-19-and-e-Learning-in-Zambia-How-can-the-COVID-19-induced-Education-Inequality-Gap-be-Closed.pdf>