

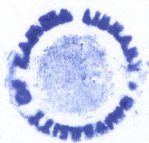
**Utilization of Teachers' Zone Resource Centres on local
Professional Development Courses for Teachers: the case of
Mbala and Mpulungu Districts of Northern Province, Zambia.**

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MACKWELL REUBEN MUSEMBA NG'AMBI

**A Dissertation submitted to the University of Zambia in partial
fulfillment of the requirements for the award of the degree of Master of
Education in Educational Administration.**



THE UNIVERSITY OF ZAMBIA

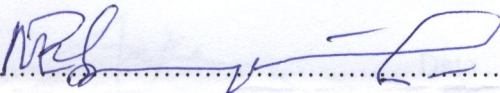
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DECLARATION

APPROVAL

I, Ng'ambi Mackwell Reuben, do hereby solemnly declare that this dissertation represents my own field of research and that to the best of my knowledge it has not previously been submitted for a degree at this or another University.

All tables and figures represent my own original field of work or research on "Utilization of Teachers' Zone Resource Centers on Local Professional Development Courses for Teachers: The Case of Mpulungu and Mbala Districts of Northern Province, Zambia."

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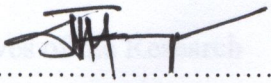
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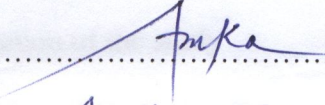
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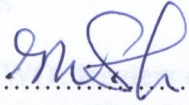
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Abstract

This study on Utilization of Teachers' Zone Resource Centres on local professional development courses for teachers was of a survey type. That is, it covered some zones and schools to get a picture of how Zone Resource Centres were utilized in Mbala and Mpulungu Districts. The researcher used questionnaires to collect quantitative data and *used guided oral questions with the District Education officials of Mbala and Mpulungu* to collect qualitative data. 186 respondents provided quantitative data. These were eight zonal head teachers (four from each district), eight Zone in-service Coordinators (four from each district), 22 constituent head teachers, 20 School in-service Coordinators and 128 teachers. Then, 5 District Education officials provided qualitative data. Data collection also involved literature review pertaining to the Global, African and the Zambian perspectives.

The focus of the study was on whether schools and teachers were implementing the Policy of the Ministry of Education of 1996 and the Ministry of Education Guidelines of 1997, and 2003 on the utilization of the Centres for teachers' local professional development courses.

The study revealed that although teachers valued the innovation of the Zone Resource Centres (ZRCs) that the Zambian Government introduced they, however, did not utilize the centres adequately according to laid down regulations of the Ministry of Education (MoE). The study findings revealed that most of the zones lacked necessary facilities, material and financial resources. The issue of financial resources appeared as a major challenge in all the zones, especially that zones did not have the capacity to generate income on their own and did not receive funds from the DEBS's office or the MoE

Headquarters for meetings or workshops. The lack of library services forced teachers to travel long distances to District Resource Centres (DRCs) for reference books, computer, copier and other similar facilities deemed necessary for their assignment in Distance Learning programmes, and also for consultation with the DRCC.

In addition, most of the zone leaders lacked skills in zone management and workshop facilitation. Thus, this could be likened to a situation where a small group of blind people had the responsibility to lead a big group of the blind on a long journey. The poor staffing levels in most of the rural schools affected the teachers' attendance at zone meetings and workshops. Furthermore, long distances between ZRCs and constituent schools affected teachers' attempts to utilize the ZRCs professional development meetings. Thus teachers preferred school-based Teachers' Group Meetings (TGMs) to zone meetings because there was no traveling involved.

Contrary to the provision of the Ministry of Education Guidelines (MoE; 1997 and 2003), subjects taught in the upper basic section were not being offered at the ZRCs for teachers' discussions. The teachers of the upper basic section were, in most cases, also not involved in teachers workshops and meetings organized at the ZRCs. This made some teachers especially of the upper basic section fail to utilize the centres.

Acknowledgement

My sincere thanks go to Mr. G. N. Sumbwa who gave me many valuable pieces of advice right from the start up to the end of writing the Dissertation. His personal commitment to supervise my work even when he had official and private duties to perform, was both a source of inspiration and encouragement to me. I really owe him many thanks and it is hard for me to express them well here.

I would like to thank Dr. Ephron C. Lungu who made valuable suggestions to the formulation of the research topic. He gave me encouragements during the whole period of my Post-Graduate studies to the extent that he even offered his personal textbooks for me to use. I would also like to thank Mrs. Florence B. Kanchebele, former Provincial Education Officer for the Northern Province for the material and administrative support that she gave me during the first year of my Post-Graduate studies at the University of Zambia.

My thanks go to Miss E. Chizambe, Senior Education Officer, Resource Centres, at the Ministry of Education Headquarters, Lusaka, who availed to me policy documents on Resource Centres in Zambia. Many thanks also go to Miss Agnes Chitalima (typist at Mpulungu DEBS's office) and Miss Chilufya (typist at Mpulungu High School) for being kind enough to type the draft of the first three chapters of this report.

I owe a lot of thanks to all the respondents from Mbala and Mpulungu districts, viz: Zonal head teachers, Zone in-service Coordinators, School in-service Coordinators, teachers and District officials at the DEBS's office for accepting to respond to my questionnaires. They are too many to mention them all here. Without their cooperation and understanding I would not have managed to carry out my study in the manner I did.

My very special thanks go to my wife for her love, understanding and tolerance during my long absence from home on studies at the University of Zambia. To my children, I say thank you for your love and kindness.

Dedication

I dedicate this work to three people who, unfortunately, are all late. These are:

My late mother, Ann Nasakwi Namutambo. Despite her old age and illiteracy, she did all she could to educate me up to Form Five; my late brother, Wilton Mataya Ng'ambi for his encouragements during my primary and secondary education; and my late son, Katimbavikwa Funda Ng'ambi.

CHAPTER ONE: INTRODUCTION

1.1 Background

Some educationists have argued that in-service experiences are “most effective in producing *change in teachers when the knowledge and skills included are based on needs identified by the teachers themselves*,” (Beeby, 1986); and when “the knowledge and skills being taught to teachers are linked with what they already know and can do,” (Fullan, 1990). They have further argued that in-service experiences can have significant impact on teachers when they are participating in and learning from planned, structured activities, (Avalos, 1993; and Haddad, 1985). Many countries offer teachers short in-service courses because they are quite effective and inexpensive.

It is in this regard that for sometime now, Teachers’ Resource Centres have played a major role in the education system worldwide by providing locally organized short in-service and professional development training courses for teachers. For the first time in Zambia, in 1989, the Government founded eight centres in eight selected secondary schools under the auspices of the Self Help Action Plan for Education (SHAPE), which was concerned with practical subjects, Home Economics, Industrial Arts and Agricultural Science (Gibbs and Kazilimani; 1999). The successes of these few centres encouraged the Zambian Government to build more centres. In 1998 the Zambian Government established and equipped more centres at district and provincial levels and by 2003, the Government had built 77 centres throughout the country (MoE; 2003:5).

In an effort to expand the implementation of the innovation of teachers’ Resource Centres in Zambia, in the course of 2004, the Government spread the idea of Teachers’ Resource Centres to zones in each district of the country. This was to help teachers acquire knowledge and skills by identifying their own needs through locally organized in-service and professional

development training courses at the centres (MoE, 2003:5). The centres were also to bring in – service programmes closer to the schools and the teachers in zones. It was also an educational approach to shift ‘from a solution- centered approach, where teachers’ problems were to be solved by authorities and experts from outside to a problem – centered approach where teachers themselves examined the problems with the assistance of materials, some additional finance and advice’ (Ayot, in Greenland,(ed); 1983: 158). Furthermore, the establishment of the centres was to reduce the long distances that teachers covered in the past when going to the Teachers’ District Resource Centres. All this was in line with a provision in the Ministry of Education(1996:116), Policy document, **Educating Our Future** which states, “the majority of in – service programmes will focus on school needs and will be based in schools themselves or in Resource Centres”. The policy further states that the Resource Centres would act as the distribution point of educational materials to schools within the zone.

In trying to provide well-organized in-service courses to teachers in zones, the Zambian government built modern Teachers’ Zone Resource Centres in some areas, while in others, existing classrooms were rehabilitated and turned into centres (MoE, 2004:7). The document further says that the creation of the centres was an intervention aimed at improving the quality of education by enabling teachers to improve their professional skills through teacher – to – teacher interaction and through effective use of the textbooks delivered to zone centres and schools by the Ministry of Education. The establishment of these centres meant that some organizational and management teams had to be put in place at each centre, which would ensure that the implementation of Government policy on the organization and utilization of the centres was effective so that in – service and professional development programmes were carried out as planned.

This study was therefore, carried out to evaluate the utilization of Teachers' Zone Resource Centres in providing professional development courses for teachers.

In addition, the researcher carried out the study to find out whether these centres were adequately fulfilling the purpose for which they had been set up.

1.2 Statement of the Problem

By 2005, the Ministry of Education in Zambia had established 800 Teachers' Zone Resource Centres throughout the country. The Zambian Government spent large sums of money on constructing and furnishing the modern structures for zone resource centres in some areas, in others, the government spent money on rehabilitating some existing classrooms that turned into centres (MoE, 2004:7).

However, it was not known if these centres were being organized and utilized in accordance with the Ministry of Education (1996) Policy document, **Educating Our Future** and the **Teachers' Zone Resource Centre Manual**, MoE (2003). It was due to this lack of knowledge that the researcher conducted this study

1.3 Purpose of the Study

The purpose of the study was to find out if the Teachers' Zone Resource Centres were implementing the Policy of the MoE (1996), and the MoE (1997 and 2003) Guidelines on the localized teachers' professional development programmes. Furthermore, the study sought to establish any achievements scored by these Centres in the provision of professional development courses to teachers.

1.4 Objectives of the Research

The research objectives were to:

- (a) establish the extent to which teachers utilized the Teachers' Zone Resource Centres for their local educational professional development training;

- (b) find out how the centres were organized to meet the local training needs of teachers;
- (c) establish whether there were any achievements made by the centres in the area of professional development training for teachers;
- (d) find out if teachers faced any challenges in their efforts to utilize the Teachers' Zone Resource Centres for professional development training courses;
- (e) find out what perceptions teachers had on the functioning and the organization of the centres.

1.5 Research Questions

In order to meet the research objectives, the research questions set were:

- (a) How often are centres visited and utilized by teachers for their local professional development meetings?
- (b) How organized are the centres for them to meet teachers' local training needs?
- (c) Have any achievements been made by Teachers' Zone Resource Centres regarding the professional development training of teachers?
- (d) Are there any challenges that teachers face in their efforts to utilize the Teachers' Zone Resource Centres for professional development training courses?
- (e) What are teachers' perceptions over the organization and functioning of the teachers' resource centres?

1.6 Significance of the Study

The study was important in that its findings are likely to-

- a) be used to improve the operations of these centres where need be;
- b) enable the Ministry of Education make enlightened decisions on whether to continue with the policies governing the centres or make adjustments to them;

c) add to the existing body of knowledge on Teachers' Zone Resource Centres for use by future researchers and policy makers.

1.7 Limitation of the Study

The study was carried out in two (2) of the twelve districts of Northern Province. It was not possible to do the study in all the twelve districts because of limited time and inadequate funds. The scope of the study was further limited by the heavy, prolonged rains (November 2006 to May 2007), which damaged roads and prevented the researcher from reaching some schools in the sampled zones in Mbala and Mpulungu districts.

1.8 Definitions of Operational Terms.

Constituent head teacher: The head teacher of a school that is not a zone centre school

District Education Board Secretary: This is someone appointed by the Teaching Service Commission to supervise, manage, control and coordinate all educational activities, staff and finances in the district. He/ she is the Chief Executive Officer of the District Education Board. Before the restructuring of the MoE in 2003, the incumbent was known as the District Education Officer.

District Education Standards Officer: This person is appointed by the Teaching Service Commission to head a group of Education Standards Officers who ensure that education standards are adhered to in all schools in the district. Formerly, the incumbent of this office was known as District Inspector of Schools, (DIS).

The District Resource Centre Coordinator: This is someone appointed by the Teaching Service Commission to coordinate in-service activities and teachers' professional development programmes at district level.

Grade Teachers' Meetings at the Resource Centre: Teachers of the same Grades in various schools hold these meetings at the Zone Resource Centre usually during school holidays.

In – Service Training: This is the training given to the already trained and serving teachers to enhance their professional skills and teaching methods. In – service trainings done in zone resource centres are of short – term duration and organized by teachers themselves, and at times by the Ministry of Education.

Primary Reading Programme: This is a programme, which introduced new teaching methodologies in New Breakthrough to Literacy, Read On and Step into English courses for Primary school level.

School in - service Coordinator: This person is appointed by the school head teacher to coordinate all school- based in- service and professional development programmes. He/she works in collaboration with the head teacher of the school.

Teachers' Professional Development: This refers to the “professional growth a teacher achieves as a result of gaining increased experience and examining his/her teaching systematically, (Glatthorn, 1995:5). Teachers may gain these experiences through workshops or continuance short courses.

Teachers' District Resource Centre: This is a resource centre built at district level and is usually close to a school within the township.

Teachers' Zone Resource Centre: This is a teachers' resource centre established by clustering schools together in a given locality within the district and, at which teachers from within the zone meet for workshops or professional development meetings. A zone may have not less than two and, in most cases, not more than ten (10) constituent schools depending on their geographical locations and proximity to each other.

Zone Education Support Team: This team comprises the zonal head teacher, zone in-service coordinator, and school in-service coordinator teaching at the school where the centre is situated. The team provides leadership to all the teaching staff in the zone and plays the role of inspector, counselor, and initiator of in-service programmes for teachers in the zone.

Zonal head teacher: This is a head teacher based at a school where the Zone Resource Centre is located. He /she chairs and coordinates all teachers' in – service activities and professional development programmes in the zone in collaboration with the Zone in-service Coordinator.

Zone in – service Coordinator: This is someone who all the head teachers of the schools within the zone appoint to coordinate in-service and professional development activities of the teachers in a zone. He/she is based at the Teachers' Zone Resource Centre.

1.9 Acronyms.

AIEMS: Action to Improve English, Mathematics and Science

BESSIP: Basic Education Sub Sector Investment Programme

C P D: Continuing Professional Development

DEBS: District Education Board Secretary

DESO: District Education Standards Officer.

DRC: District Resource Centre.

DRCC: District Resource Centre Coordinator.

D-WASHE: District Water, Sanitation, Hygiene and Education

GRACE: Grade Teachers' Meetings at the Resource Centre

GRZ: Government of the Republic of Zambia

HEAZ: Home Economics Association of Zambia

MARK: Mathematics Rainbow Kit

MoE: Ministry of Education

NBTL: New Breakthrough to Literacy.

PEO: Provincial Education Officer.

PRC: Provincial Resource Centre.

PRCC: Provincial Resource Centre Coordinator

PRP: Primary Reading Programme

PTA: Parents and Teachers Association

PTDDL: Primary Teachers' Diploma by Distance Learning

RCs; Resource Centres

ROC: Read on Course.

SEDUs: Secondary Education Development Units.

SHAPE: Self Help Action Plan for Education

SIC: School in-service Coordinator.

SIDA: Swedish International Development Agency

SITE: Step into English.

TDRC: Teachers' District Resource Centre.

TRC: Teachers' Resource Centre

TZRC: Teachers' Zone Resource Centre.

ZATEC: Zambia Teachers Education Course

ZEST: Zone Education Support Team.

ZIC: Zone in-service Coordinator.

ZRC: Zone Resource Centre

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Overview

This section reviews literature on resource centres from the global, African and Zambian perspectives. The global perspective covers resource centre experiences in countries outside Africa, the African one covers those in Africa outside Zambia, while the Zambian perspective is self-explanatory.

2.2 Literature on Teachers' Resource Centres Pertaining to the Global scene.

It was in the United Kingdom where the idea of teachers' resource centres came into practice in the 1960s. The aims of creating these centres were to allow teachers discuss new objectives, teaching methods and content of a number of subjects; to keep teachers informed about latest programmes in research and development so that they could make modifications to fit their needs about the curriculum development, (Taylor, 1982:26). In the 1970s, Canada, Australia and New Zealand having seen the benefits of the TRCs in the United Kingdom, adopted the idea of teachers' resource centres.

In New Zealand, the Tararaki Education Centre was one of the three centres that the government established in 1971 (Bolam, in Thomson, edit; 1982:53). Bolam states that the government established these centres with the concerns for pre-school, primary, secondary and tertiary teachers' in-service training. Furthermore, the centres also offered in-service training courses to teachers of private schools, police, traffic and fire education officers. Bolam further says that a management committee on which teachers' representatives sat controlled the centres.

In Canada, the district and provincial officials of the Ministry of Education had vested decision to create teachers' resource centres (Bolam, in Thomson, ed; 1982: 54). However, teachers themselves decided on the type of activities to do and this was based

on the concerns of the local schools and communities. In addition, the centres also generated their own funds; and sometimes teachers themselves had to contribute money and had to find time to conduct in-service courses, (Bolam, in Thompson, edit; 1982:53).

In Australia, teachers resource centres were established as “a direct consequence of the schools’ commission policy initiatives and funding strategy in 1973” (Bolam, in Thomson, edit; 1982:55). Bolam indicates that there were two types of centres in Australia. These were ‘education centres’, which provided in-service courses to people of all different categories in the Ministry of Education and, ‘teachers’ centres’. Teachers’ Centres, on the other hand, ran in-service courses especially for teachers. The establishment of the teachers’ centres was on the principles of: continuing professional development for teachers; affording teachers chance to identify their own needs suitable to their local condition, and to enable teachers develop community education since the centres were in their control.

In Japan, each Prefecture (province) had a well-established Teachers’ Resource Centre. **The Hiroshima Prefecture Resource Centre, for example, had a management of Directors, Deputy Directors, senior researchers, tutors or lecturers and heads of sections or department. It had a library with materials for all the subjects taught in both primary and high schools. The centre was a public institution for education- related research and in-service training for teachers, education officers and other personnel. Its main responsibilities were to:

- (a) Conduct in-service training programmes for teachers, school and education administrative personnel within the prefecture and municipality.
- (b) Conduct research in major educational issues at both local and national level.

(c) Provide, upon request, guidance, advice, and counseling in such areas as student counseling, in-school research projects and study seminars.

(d) Collect and provide education- related data and information.

The centre catered for all the subjects offered in schools in terms of space, resources and expertise. At the time of the study tour, the researcher learnt that it was mandatory for every teacher in Hiroshima Prefecture to attend in-service programmes at this centre. The officials of the centre said that, in fact, it was a trend for all teachers in Japan to attend in-service programmes regularly. The Japanese Government funded the centre and the teachers' in – service courses. **

In 1986, some organization in Pakistan, established a TRC, which was a non- profit making and non- governmental organization. The TRC was dedicated to the improvement of school education in the country. Its task included organizing workshops for in- service teachers, and it undertook short and long-term projects in which the centre personnel worked with specific schools giving their teachers intensive training and classroom support. (<http://www.trconline.org/trcweb>). The report says that the centre workshop programmes provided opportunities for professional growth and created a forum where teachers could meet and exchange ideas. The report further says that the centre responds to expressed needs of the schools and the teachers and it stimulates interest and demand in new topics (<http://www.trc online. org/ trc web>).

(NB **All the stated information on teachers' resource centres in Japan came to the researchers' knowledge when he undertook a study tour of that country on Basic Education from 9th February, 2007 to 16th March, 2007**)

Furthermore, the report reveals that the centre had a library that housed a large collection of print and non-print materials. Its books and periodicals were suitable for a wide spectrum of educators. In addition, the TRC published teachers' guides, handbooks and booklets that contained ideas for classroom activities. The objectives of the TRC were: "To bridge the gap between less privileged schools in the public and private sectors and well resourced private schools by sharing resources, information and experiences; to provide a forum for the professional development of teachers and to enhance their professional and social status; and to help teachers see themselves not only as teachers but also as life- long learners".

The centre therefore, set strategies for achieving these objectives. Thus, the following were its strategies:

- (a) Support the educational and training needs of teachers, coordinators, and head teachers from a range of schools;
- (b) Design workshops that match the needs of individual schools;
- (c) Offer workshops both on traditional school subjects and on environmental education, health education and learning disabilities; and
- (d) Provide a platform for exchange of ideas and experiences between teachers from different schools.

Knamiller et al, (1999), made a study in Nepal on Teachers' Resource Centres and reported that by 1998, there existed two systems of TRCs in Nepal. Primary TRCs, called Resource Centres (RCs) were within the Basic and Primary Education project, and Secondary TRCs, which people called Secondary Education Development Units (SEDUs), the Government established in secondary schools. Knamiller, et al say that although the two systems were completely separate entities, with different

administrations, physical facilities, personnel, and management practices they shared the general purpose of being a venue for certificate-upgrading courses, for dissemination courses for new curricula and textbooks; for the distribution of some resources to schools and for hosting various local education committees and events.

Quoting an information brochure, Basic and Primary Education project (BPEP; 1992), Knamiller et al (1999) say, “The Resource Centre (RC) is the heart of the Basic and Primary Education project. . . The Resource person... helping the RC Management Committee in planning and implementing the cluster school programme will bring educational activities to the doorstep of the schools.”

The subjects taught in SEDUs included Nepali, Mathematics, English, Science, Social studies and School Management for head teachers. However, the RCs were multi-purpose. They acted as training centres for teachers, materials development centres, teachers’ libraries, parents’ meeting centres, examination centres, and community halls. Knamiller et al (1999), further say that major training courses at the RCs were basic training courses of 150 and 180 hours which focused on teaching methods, educational materials, learning strategies and evaluation; courses in school management for head teachers, grade specific curriculum/textbook dissemination workshops, grade teaching and multi- grade teaching were also conducted at the RCs. The RCs were a cluster of 10 -25 basic and primary schools and were 700 scattered throughout the country by 1998 (Knamiller, et al; 1999, at <http://www.dfid.Gov.uk/pubs/files/ed-paper/cho6.htm>).

2.3 Literature on Teachers' Resource Centres pertaining to the African Perspective

A study in Kenya by Ayot (in Greenland, (ed.) 1983:53) indicates that in 1983, the Government established 43 Teacher Advisory Centres at district level throughout the country. Later, the Kenya Government created the sub-centres. Ayot states that the creation of sub-centres was to "help in reducing the journeys made by teachers to the main centres at district headquarters. Ideally, a radius of 5 to 10km from the main centre to each school is considered reasonable for teachers to cover". However, the survey by Ayot further shows that eleven centres had only ten (10) schools or less within a radius of 10km. For many schools the distance to the nearest centre ranged from 20 to 40 kilometers.

In an attempt to find out how head teachers utilized the Teachers' Advisory Centres, Ayot interviewed twenty-five, (25), head teachers chosen at random from different districts whom he asked as to how often they visited the centres. Twelve (12) head teachers said they made frequent visits to the nearest centre, five (5) said they did not care much for the centres so they visited them occasionally. The other eight (8) head teachers did not visit their nearest centres at all and gave the reasons that the centres did not have facilities, which they could use, that those organizing the centres were young and inexperienced. They also complained of long distances to the centres. The findings by Ayot further reveal that individual teachers frequented centres, which had facilities such as duplicating machines, tape recorders, and radios which teachers needed most. The findings also indicate, "a number of courses, usually lasting a day or half a day, were registered by the centres throughout the country". The number of in-service courses in the different subjects was Mathematics (50), English (31), Science (28), Music (23), History (16), Geography (15), Home Science (12), School Administration (12), Arts (10) Physical Education (7) and Kiswahili (1).

Kyei-Anti (1983; at [http:// www.eric.ed.gov/ ERICwebportal/](http://www.eric.ed.gov/ERICwebportal/)), made an evaluation study of the functions and activities of two educational resource centres in Ghana. His aim was to evaluate the “Contribution of Teachers’ Resource Centres to the improvement of Primary education in Ghana”. The issues that Kyei-Anti examined and evaluated were, “Adequacy of the centres’ materials and facilities to meet teachers’ various needs; relevance of the centres’ activities to the needs of the schools they served; adequacy of the professional training of centre personnel; and the extent of influence the centres had on teaching and learning in their respective localities”.

The conclusions that Kyei- Anti derived from this study were that:

- i. The centres were extremely under- utilized;
- ii. Centre services and facilities were unknown to most of the teachers;
- iii. The centres appeared to have failed to integrate themselves with the school curriculum;
- iv. Neither ideas nor materials had been adequately disseminated into the school system;
- v. Centre personnel did not have a clear idea of their tasks ;
- vi. Centres were disorganized and full of uncertainties; and Centre personnel did not produce consistent programmes of action. (<http://www.eric.ed.gov/ERICwebportal/>).

In Malawi, the Government made provision for in-service courses for primary school teachers conducted at Domasi College of Education, which, at first, the Malawi Government had designed to serve secondary school teachers only (Mchazime and Siegel in Gottelmann-Duret and Hogan, (eds); 1998: 65). Later the problem arose when the primary school teachers that the Government recruited for in – service courses at Domasi College of Education, never returned to teach in primary schools. This led to the primary

education system suffer and thus the Malawi Government was prompted to start sub – zonal and school – based in – service courses for teachers and head teachers. The idea of starting sub – zonal and school – based in – service courses was to enable head teachers get “prepared for their jobs and other teaches” (sic) “shape their skills” (Mchazime and Siege, in Gottelmann – Duret and Hogan, edits, 1998:65).

During 1997- 98, a research team from the University of Leeds undertook a study on the “Effectiveness of Teachers’ Resource Centres as a strategy for teacher development in developing nations” (Fairhurst, et al; 1999). Their study involved literature reviews, observations and held fieldwork (interviews) at TRCs and schools in four countries, (India, Kenya, Nepal and Zambia). The study examined the extent to which TRCs helped to improve the environment for learning in schools and the quality of teaching and learning in classrooms (Fairhurst, et al; 1999). The study further examined issues surrounding TRCs, and attempted to find out how they affected the centres.

The results from this study indicate, “It was very difficult for TRCs to achieve their goal in improving teachers’ classroom performance and thereby positively impacting on teaching and learning”. They gave various reasons why TRCs could not achieve their intended goals. Some of the reasons that they gave were:

- (a) TRC staff did not make follow-ups to schools and classrooms’ teaching and learning activities.
- (b) There were too many schools in the cluster served by the TRC, and many of them were just too far away.
- (c) There were too many teachers with too many different subjects and grade levels to deal with.
- (d) Resources did not match with project expectations for adequate support in schools.

(e) The sustainability of TRCs depended on outside resources especially international donors.

(f) The TRCs, across the board, (in all four countries), were used very little.

(g) The detachment of TRCs from work at schools makes it very difficult for them to have an impact directly on teaching and learning in schools.

The Zambian project document of 1993 called for a 90% utilization rate of the TRCs by 1998 (Fairhurst, et al; 1999 at <http://www.eric.ed.gov/ERICwebportal/>).

2.4 Literature on Teachers' Resource Centres in the Zambian perspective

The innovation of Teachers' Resource Centres in Zambia emanated from the establishment of the project known as Self Help Action Plan for Education (SHAPE) in 1986 with the support of Swedish International Development Agency (SIDA). SHAPE aimed at enhancing the capacity of schools and colleges for self-help especially in the practical subjects, Agriculture, Industrial Arts, and Home Economics (Gibbs and Kazilimani; 1999; at <http://www.gov.uk/files/ed-paper/ch06.htm>). The Ministry of Education through SHAPE set up a structure of provincial, district, zonal and school based committees to implement SHAPE activities. It was out of this project that Action to Improve English Mathematics and Science (AIEMS) as a project grew. Gibbs and Kazilimani, further report that the organizational structure of SHAPE reappeared in AIEMS and many of the SHAPE centres had developed to become District Resource Centres within the AIEMS programme.

In 1989, the Ministry of Education founded eight English Teachers' Resource Centres in eight selected secondary schools (Gibbs and Kazilimani; 1999). Gibbs and Kazilimani say that the MoE stocked these centres with some book resources, a typewriter and

duplicating machine. They say, “The perceived success of the English Teachers’ Resource Centres and the work done by the SHAPE project justified the expansion of the resource centre model.”

According to the project-planning document for AIEMS of 1993, the roles of the resource centres were to expand INSET delivery capacity by building and equipping 14 provincial resource centres (two centres in Central, Copper belt, Eastern, Northern and Southern provinces and one centre in Luapula, Lusaka, North Western and Western provinces), and building and equipping 57 district resource centres. The AIEMS management module (AIEMS, 1994) stipulates that the Ministry of Education was to implement this project and thus “improve the quality in the teaching and learning of English, Mathematics and Science by:

- (a) Establishing a sustainable and well managed decentralized system for in-service teacher education
- (b) Providing the necessary resources to schools and training head teachers and teachers in methods of ‘resourcing’ (sic) and better management of schools; and
- (c) Ensuring that disadvantaged groups, girls, women, rural pupils from poor socio-metric backgrounds have access to project facilities and education in general.

By 2003, the Zambian Government had built 77 centres that it put into use throughout the country (MoE; 2003:5). Thus, in 2004, the setting up of centres spread to zones in each district of the country. The Government strongly felt that teachers needed in-service courses through their frequent interactions at a zone resource centre because of the introduction of Primary Reading Programme (PRP), which brought about new teaching methodologies in New Breakthrough to Literacy (NBTL), Step into English (SITE), and Read on Course (ROC), (MoE, 2003).

Each District Education Board was directed to cluster schools that were, somehow, geographically close to each other into a zone. Thus, by 2004, three types of teachers' resource centres existed in the country, namely: the provincial, district and zone resource centres. This was in line with the Ministry of Education (1996) policy, **Educating Our Future**. Furthermore, the Government created these centres as an intervention aimed at improving the quality of education by improving teachers' professional skills not only through teacher - to - teacher interaction but also through effective use of the textbooks delivered to zones and schools (MoE; 1997:96).

The Guidelines, MoE (1997: 96, 99), state that "Centres should be used by teachers to provide teaching and learning materials" for local professional programmes, and that "all subject areas must have access to resource centres." According to the Ministry of Education Guidelines, MoE (2003: 7), the objectives of creating the Zone Resource Centres were:

- (a) "To strengthen and develop the existing provision of in-service education for teachers in order to improve the quality of classroom teaching and learning.
- (b) To identify and prioritize the needs of teachers and to plan in-service activities accordingly.
- (c) To provide in-service to teachers through workshops and self-access programmes.
- (d) To provide support for teachers through the production, distribution and storage of educational materials.
- (e) To provide a channel of communication to and from schools for the Ministry of Education and other educational organization.
- (f) To provide a forum for teacher interaction; and
- (g) To become (sic) established within and supported by the community."

To consolidate these objectives, the Ministry of Education formulated the Mission Statement, which states:

The zone resource centres will work to improve the quality of learning in all schools within the zone. They will do this by facilitating programmes of continuing professional development in order to meet the individual and collective needs of all teachers and students. In addition, the ZRC will be the institution through which all information and materials will be transmitted to and from schools (MoE; 2003:7).

The Ministry of Education specified the areas, or the programmes, where Zone Resource Centres were required to play a major role. These areas were the Zambia Teacher Education Course (ZATEC), Primary Teachers' Diploma by Distance Learning (PTDDL), Primary Reading Programme (PRP), Examination Council of Zambia (ECZ) Competency testing and School Programme of In-service for the Term (SPRINT).

Table 1 *The programmes and the roles that teachers had to implement at each zone resource centre.*

Programme	Possible Roles
Zambia Teacher Education Course(school based year)	Study group meetings for students; tutor contact sessions; mentor meetings; mentor training centres; student resource bank; conduit for assignment; involvement of students in all in-service activities
Primary Teachers' Diploma by Distance Learning (PTDDL)	As above, plus school based monitoring and records of student progress
Primary Reading Programme (PRP)	Centres of reading excellence; centres for adult literacy; HIV/AIDS support to schools; storage/ delivery centres for books to schools
ECZ Competency testing	Train teachers in test construction, & administration; constituent schools meet, discuss and act on results.
(SPRINT)	Meet every term for Grace meetings and local CPD initiatives.

Programmes and the roles. Source: Zone Resource Centre Manual (Nov; 2003: 7)

This chapter has looked at the literature review on the establishment and utilization of the TRCs pertaining to the global scene, African and Zambian perspectives. All the countries discussed in this chapter, aimed at improving the quality of education through the provision of short in-service courses to teachers at the TRCs. The chapter has mentioned that in Japan it was mandatory for all teachers to have regular in-service courses at the TRCs and the government funded the Centres and the teachers' courses. On the other hand, teachers in Australia, Canada and the United Kingdom, decided on their own the type of activities they were to do and sometimes contributed money in order for them to implement their planned activities. This chapter has further said that teachers, because of various challenges, which included the lack of facilities, materials, funds and unskilled personnel managing the centres, did not adequately utilize the TRCs especially in African countries. In addition, the chapter has observed that the sustainability of the TRCs in the developing countries, Zambia included, depended on the external resources particularly the international donations. This was particularly so for Zambia when SIDA funded the SHAPE project that AIEMS, funded by the British Council (BC), grew.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Research Design

This study was of a survey type. That is, it covered some zones and schools to get a picture of whether teachers in Mbala and Mpulungu districts utilized zone resource centres adequately and according to the Ministry of Education Guide lines of 1997 and 2003. The study was also quantitative and qualitative in nature. It used questionnaires to obtain numerical data on the number of in-service courses or professional development meetings organized in each of the selected zones in particular subjects as well as interviews to obtain qualitative data.

3.2 Population

The study population consisted of the 25 Teachers' Zone Resource Centres in Mpulungu and Mbala districts (9 in the former and 16 in the latter). It also comprised all the 136 Basic schools and 926 teachers in the two districts at the time. Of the 136 schools, 36 were in Mpulungu and 100 in Mbala. In the case of teachers, 336 were in Mpulungu and 590 in Mbala.

3.3 Sample Size

The sample consisted of four (4) zones in Mpulungu and four (4) in Mbala, which came to eight (8) zones in total. The respondents were zonal head teachers (8), head teachers of schools within the sampled zones (22), zone in – service coordinators (8), school in-service coordinators (20) and teachers (128). Two District Resource Centre Coordinators (DRCCs) and two Assistant DRCCs and one District Education Standards Officer (DESO) were also interviewed. The total number of respondents was 191.

3.4 Sampling Procedure

The selection of the centres, schools, and the respondents was on purposive sampling approach taking into consideration zone centres and schools that were on accessible roads. Four centres were selected from each district.

3.5 Research Instruments

The researcher developed Questionnaires, which he used to collect data from school-based respondents within the purposively selected zones. In addition, the researcher designed questions for the guided oral interviews with the DRCCs and their Assistants, and one DESO.

3.6 Data Collection

The researcher used Questionnaires to collect data from zonal head teachers, constituent head teachers of schools within the sampled zones, zone in – service coordinators, school in – service coordinators and teachers. He also conducted guided oral interviews with the DRCCs, their Assistants and one DESO as a means of data collection as well. The researcher took notes of the responses given during the guided interviews from the district officials. Data collection also involved Literature reviews, which included obtaining and reading of minutes of meetings and workshops from centres where these were available. Therefore, the researcher applied data triangulation technique in collecting data from various categories of sources of information. This was to enhance validity and reliability of data.

The researcher physically visited seven of the eight sampled zone resource centres to get the correct picture of the building structures of the centres and their utility. He posted the questionnaires to the eighth zone, which respondents sent back to the researcher after they had answered the questions.

However, he did not reach all the schools in the sampled zones and schools due to lack of reliable transport and impassable roads that had been damaged by rains. From November 2006 to May, 2007 heavy rains did not only damage the roads but also caused the researcher's movements in collecting data from respondents in sampled schools and zone centres difficult. This had a bearing on the sample size, which reduced from 230 to 191 respondents.

3.7 Data Analysis

The researcher analyzed quantitative data using tables and percentages. He also analyzed qualitative data in prose or descriptive form during and after the guided oral interviews. The use of SPSS on the computer was of much assistance in analyzing data collected through questionnaires.

CHAPTER FOUR: PRESENTATION OF RESEARCH FINDINGS.

4.1. Overview.

This chapter presents the findings of the study on the Utilization of the Teachers' Zone Resource Centres in Zambia with particular focus on the zone centres in Mbala and Mpulungu districts, Northern Province. Before the results are presented under sub-headings derived from the study objectives, research questionnaires and guided oral questions, a brief description of each of the sampled zone resource centres is given as a background in terms of: (a) their locations; (b) the centre facilities; (c) the number of schools; and (d) the number of teachers.

Based on the study objectives, research questionnaires' items and guided oral questions, the presentation of the findings will be under the following sub-headings.

- (a) In-service meetings or activities carried out in zone resource centres from 2005 to 2007, first term.
- (b) The organization and management of zone resource centres.
- (c) Achievements made by the centres.
- (d) Challenges faced by teachers who utilized the zone resource centres.
- (e) Teachers' perceptions on the functioning and organization of the Teachers' Zone Resource Centres.

4.2 Brief Description of sampled zones.

4.2.1 Zones in Mpulungu District.

At the time when the researcher conducted the study, the names of the Teachers' Zone Resource Centres, their locations, the centre facilities and the number of schools and teachers in each zone were as indicated in the following brief descriptions.

4.2 .1.1 Kopeka Zone:

- i. **Location of the zone resource centre:** Kopeka zone resource centre was located at Kopeka Basic School, about 170 Km from the District Education Office, in the southern area of Mpulungu district. It is on the boarder between Mporokoso and Kasama districts.
- ii. **Facilities at the centre:** The centre had no modern building structure. All classrooms were in very bad shape but "teachers' meetings/ workshops took place in one of these classrooms," said the zonal head teacher. The centre did not have a reference library, a computer, a printer, a typewriter or a duplicating machine. It lacked manila and ordinary paper and other materials for making teaching aids. It was not electrified either by solar or hydropower. The zone resource centre had a radio communication system installed in 2002 by the Zambian government with the help of Irish Aid funds. Teachers and members of community used the radio to communicate to the DEBS' office, Provincial Education Office and all the districts or zone centres in the province that had installed similar radio communication systems.
- iii. **Number of schools in the zone:** There were three government schools and two community schools in this zone

- iv. **Number of teachers in the zone:** The whole zone had only nine trained basic schoolteachers and five untrained volunteer teachers of community schools. Kopeka Basic School ran from Grade one to nine and had only five trained teachers. For the three government schools, the minimum number of teachers required was 22 and maximum number was 26 teachers. Thus, there was a shortfall of 17 teachers in the zone.

4.2.1.2 Mpulungu zone:

- i. **The location of the zone resource centre:** The zone centre was located in the central township of Mpulungu district at Mpulungu Basic School.
- ii. **Facilities at the resource centre:** The centre had a newly built building structure, which was furnished and was electrified. There was a computer, a printer, a fridge, and a storeroom for textbooks, flipcharts and other educational materials
- iii. **Number of schools in the zone:** There were five (5) government basic schools (three full basic and two middle basic schools), four community schools and one newly opened high school in this zone. Mpulungu Basic School shared the same grounds with Mpulungu High School,
- iv. **Number of teachers in the zone:** There were 75-trained basic schoolteachers who worked in the government basic schools and there were 20 trained high school teachers. This brought the total number of trained teachers in the zone to 95. This number included the head teachers, deputy heads and senior teachers. There were also untrained volunteer teachers who handled and managed the four community schools. The staffing levels in almost all government schools were

good except in one middle basic school, Kayizya, which had a shortage of two teachers.

The centre also hosted the District Resource Centre Coordinator (DRCC) and the few ancillary staff.

4.2.1.3 Musende Zone:

- i. **The location of the zone resource centre:** The zone resource centre was located on the shores of Lake Tanganyika in the southern part of Mpulungu Township. The centre was at Musende Basic School. Both community and government schools were on the shores of the lake.
- ii. **Facilities at the centre:** There was no building built for the purpose of a centre, therefore, teachers used any classroom that pupils did not occupy for their meetings or workshops if they held them during school days. It had no library, computer, printer, typewriter, or any other facilities needed at the centre. However, it was electrified with hydropower.
- iii. **Number of schools in the zone:** There were three government basic schools and one community school.
- iv. **Number of teachers in the zone:** The zone had 24-trained basic schoolteachers, 19 of whom were at Musende Basic School and two untrained volunteer teachers at the only community school. The zone had a shortfall of 12 teachers, as the maximum number of teachers required was 36. Musende Basic School was Grade 2 and it required 22 teachers while the other two are Grade 3 schools and needed 7 teachers each.

4.2.1.4 Vyamba Zone:

- i. **Location of the zone resource centre:** This zone was found on the plateau, about 45 Km from the District Education Office and its centre was located at Vyamba Basic School.
- ii. **Facilities at the centre:** The centre has a new building constructed in 2003, which was furnished. The Government provided a typewriter, a duplicating machine, and a few office items like a puncher and a stapler at the centre. However, it did not have a reference library for teachers, paper or other necessary materials required at a centre. The centre had no hydro or solar power.
- iii. **Number of schools in the zone:** The zone had six government basic schools and three community schools. Of the six government schools, one was a full basic school, running from Grades one to nine. The other five are middle basic schools.
- iv. **Number of teachers in the zone:** There were 23-trained basic schoolteachers and 10 untrained volunteer basic schoolteachers of the three community schools in the zone. The teacher requirement in the zone was 47. Each middle basic school required seven teachers while the full basic school needed 12 teachers. The teacher-shortfall in the zone, therefore, was 24 teachers.

4.2.2. Zones in Mbala District.

At the time of the study, the names of the sampled zones in Mbala, the location of their centres, the centre facilities and the number of the schools and the teachers were as given under the brief descriptions below.

(4.2.2.1) Masamba Zone:

- i. **Location of the zone resource centre:** The zone centre was located at Masamba Basic School, 39km from Mbala District Education Office and less than a kilometer off Kasama – Mbala road.
- ii. **Facilities at the centre:** The school had both rehabilitated and newly constructed classrooms. It did not have a specific structure for the zone resource centre as the one found at Vyamba or Mpulungu zone centres. The centre did not have a computer, a printer, a typewriter, or a duplicating machine. It lacked all materials necessary for making teaching and learning aids. Although the national grid for electricity passes less than 2 kilometers from the centre, the centre was not electrified.
- iii. **Number of schools in the zone:** The zone had four government basic schools, two community schools, and two Interactive Radio Instruction Centres (IRI).
- iv. **Number of teachers in the zone:** The zone had 23 trained basic schoolteachers, eight of whom were at Masamba Basic School (the zone centre), while Sementi Middle Basic School had the least number of teachers. It had only three teachers then. The number of teachers required in the zone was 33; therefore, the shortfall was 10 teachers.

4.2.2.2 Mbulu zone:

- i. **Location of the zone resource centre.** The centre was located at Mbulu Basic School, which is 3km from the central township of Mbala.
- ii. **Facilities at the centre.** It did not have a structure built specifically for the purpose of a Teachers' Zone Resource Centre for in – service programmes in the zone. There was no reference library for teachers, computer, printer, typewriter or

duplicating machine. The zonal head teacher mentioned that the centre lacked all the required materials, such as manila paper and markers, which teachers could use for making teaching and learning aids. The centre was electrified with hydro power,

- iii. **Number of schools in the zone:** The zone had twelve (12) schools, five (5) of which were government schools and seven (7) were community schools. Out of the five government schools, one school (Lucheche) was a high school.
- iv. **Number of teachers in the zone.** There were 64-trained basic schoolteachers in the four basic schools and 23 trained high school teachers at the High School. In the seven- (7) community schools, there were 20-trained basic schoolteachers and five untrained volunteer teachers. Some Community schools had trained volunteer teachers who were still waiting for deployment by the Ministry of Education. Nearly all Government schools had good staffing levels except two middle basic schools namely: Outward Bounds and Isanya, which had a shortfall of three teachers each. However, some community schools had trained teachers deployed into them.

4.2.2.3 Nondo Zone:

- i. **Location of the zone resource centre.** The zone resource centre was located at Nondo Basic School, which was about 92 Km from Mbala District Education Office, along Kasama – Mbala road.
- ii. **Facilities at the centre.** The Teachers' Zone Resource Centre at Nondo Basic School was built four years ago. It was electrified with hydro power and it was well furnished. The centre did not have computers, printers, manila and ordinary

paper for making teaching aids. It also lacked other necessary materials needed at a resource centre such as a typewriter or duplicating machine.

- iii. **Number of schools in the zone.** The zone had five government basic schools and two schools built and managed by the community.
- iv. **Number of teachers in the zone.** There were 36-trained basic schoolteachers and five untrained volunteer teachers of community schools in the whole zone. In all, the zone had 41 teachers. The zone required 49-trained teachers in five government schools. Therefore, it had a shortfall of 13teachers. This is because there were two full basic schools with teacher requirement of 14 teachers in each school.

4, 2.2.4 Uningi Zone:

- i. **Location of the zone resource centre.** The zone resource centre was located at Uningi Basic School about 14Km from the District Education Office in Mbala, and was along Kasama – Mbala road.
- ii. **Facilities at the centre.** Uningi zone centre had no modern building structure for the purpose of a centre. It had a good number of classrooms recently built one of which, was being used as a resource centre for teachers' in – service programmes and meetings. The centre did not have any facilities to use such as a typewriter, a computer, a printer, manila and ordinary paper for making teaching aids. It had no electricity although the lines for the national grid pass near the school.
- iii. **Number of schools in the zone:** It had five government basic schools and three community schools.
- iv. **Number of teachers in the zone:** The zone had 28-trained basic schoolteachers and nine untrained volunteer teachers, three of them in each of the three

community schools. The zone required 45-trained teachers as it had two full basic schools and three middle basic schools. Each of the two full basic schools needed 12-trained teachers while each of the three middle basic schools required 7teachers. Thus, the zone had a shortfall of 17-trained teachers.

Total number of trained teacher –shortfall in eight sampled zones

The total number of trained teacher- shortfall in all the sampled zones was 98, which represented 28.4% of the required total number of trained teachers in the eight sampled zones. the largeness of this number points to the need for sustained use of resource centres in order for the untrained teachers to be afforded guidance on how to effectively carry out their work.

Table 2: The number of schools and the teachers available in the eight zones.

District	Zone	Number of schools		Number of Teachers	
		GRZ	Community	Trained	Untrained (volunteers)
Mpulungu	mpulungu	5	4	95	5
	Musende	3	1	24	2
	Vyamba	6	3	23	10
	Kopeka	3	2	9	5
Mbala	Masamba	4	2	23	-
	Mbulu	5	7	107	13
	Nondo	5	2	36	5
	Uningi	5	3	28	9
Total		36	24	345	49

The table above shows 107 trained- teachers in Mbulu zone, which included 20-trained teachers in Community schools and 23 High school teachers. The table also shows that out of the eight sampled zones, Kopeka zone had the least number of teachers while Musende zone had the least number of schools.

4.3 Presentation of the findings under sub- headings derived from research objectives and questionnaires’ items.

4.3.1 In-service meetings or workshops organized for teachers at the centres from 2005 to 1st term of 2007.

Question: Do you organize teachers’ professional meetings in your zones?

All the eight zonal head teachers and the eight zone in-service coordinators answered that they were organizing teachers’ professional meetings in their zones. This represented 100% of this category of respondents.

Table 3: *Zone leaders’ responses as to whether they organized teachers’ professional meetings in their zones.*

Categories of Respondents	Yes	No
	Number	Number
Zonal head teachers	8	0
Zone in-service coordinator	8	0
Total	16 =100%	0 = 0 %

The table above indicates the 100% affirmative response by the zone leaders that they held teachers’ meetings in their zones.

Question: How many teachers’ professional meetings did you organize in 2005, 2006 and in first term of 2007?

The eight zonal head teachers and the eight zone in-service coordinators gave a varied number of teachers’ professional meetings they organized in their zones from 2005 to first term of 2007 in various subjects and programmes.

The table below indicates their responses. (The numbers against each subject or programme in the table in each year indicate the total number of meetings in that subject or programme that zone leaders organized for teachers at the ZRCs.)

Table 4: Zonal head teachers and zone in-service coordinators' indications of the total number of teachers' professional meetings or workshops they organized at the Zone Resource Centres in each subject or programme from 2005 to 1st term of 2007.

Subjects or Programmes	Number of Meetings Organized for teachers at the Centres by Zone Leaders			
	2005	2006	1 st term 2007	Totals
NBTL, SITE, ROC	16	12	Nil	28
Numeracy Grade 1-4	7	4	Nil	11
MARK	5	3	Nil	8
PTDDL	Nil	Nil	Nil	0
Science kit	6	3	Nil	9
HIV/AIDS	5	4	2	11
D-WASHE	1	1	0	2
Sports	11	13	Nil	24
Planning	9	2	Nil	11
Grade7&9 Mock Exams	6	4	Nil	10
JETS	7	6	Nil	13
Total	73	52	2	127

The table above shows that zone leaders organized more meetings or workshops in PRP subjects (NBTL, SITE, and ROC) and sports than in other subjects or programmes. No meeting was held in PDDL in all zones from 2005 to 2007.

Question: How many professional meetings did you hold for School in-service Coordinators in your zone from 2005 to 2007, first term?

All the 8 zonal head teachers and the eight zone in-service coordinators (100%) said they had not held any meeting specifically for the School in-service Coordinators. Their responses were as indicated in table below.

Table 5: *The number of professional meetings organized in various subjects and programmes at the centres for School in-service Coordinators.*

Category of the Respondents	Number of Meetings Organized for School in-service Coordinators		
	2005	2006	2007
Zonal heads	0	0	0
Zone in-service Coordinators	0	0	0

The table above shows that all the 16 (100%) respondents said that zone leaders did not organize any specific meeting for School in-service Coordinators from 2005 to first term of 2007.

Question: How many professional meetings did you attend at your zone resource centre from 2005 to 2007, first term?

The responses from 128 teachers varied according to the subjects and grades they taught and the programmes they were involved in at school. Table 6 below (on page 40) indicates the total number of meetings or workshops that teachers indicated having attended in various subjects and programmes organized by zone leaders at the centres from 2005 to first term of 2007.

Table 6: *The number of meetings or workshops in various subjects or programmes that teachers indicated having attended at their Zone Resource Centres from 2005 to first term of 2007.*

Subjects/ programmes	Number of Meetings Teachers Indicated Having Attended at Centres			
	2005	2006	1 st term of 2007	Total
NBTL,SITE,ROC	14	11	0	25
MARK	3	2	0	7
Science Kit	7	3	0	10
HIV/AIDS	5	4	2	11
Numeracy G1-4	4	4	0	8
Grade 7& 9 mock exams	6	4	0	10
D-WASHE	0	1	1	2
Sports	10	12	0	22
JETS	7	6	0	13
PDDL	0	0	0	0
Planning	5	1	0	6
HEAZ	2	2	2	6
Total	63	52	5	120

The table above shows meetings in PRP subjects (NBTL, SITE, and ROC) and sports that teachers indicated having attended more than in other subjects or programmes from 2005 to first term of 2007.

However, the majority of the teachers (104 = 81.2%) indicated that they attended more of school- based Teachers' Group Meetings (TGMs) than they did with meetings held at zone or district resource centres. The number of teachers that indicated having attended professional meetings or workshops in various subjects and programmes from 2005 to 2007 of first term is shown in Table7 on page 41. In table 7, the totals at the bottom are more than the total number of the respondents because some teachers attended meetings or workshops in more than one subject or programmes causing repetition in some cases.

Table 7: *Number of teachers who indicated having attended professional meetings/workshops in various subjects or programmes from 2005 to 2007, first term.*

	Number of Teachers who attended meetings in:-					
	Year		Year		Year	
Subjects /programmes	2005	Percent	2006	Percent	2007,first term	Percent
NBTL, SITE, ROC	58	45.3%	52	40.6%	0	0 %
MARK	41	32%	33	25.8%	0	0%
Science Kit	53	41.4%	45	35.2%	0	0%
HIV/AIDS	54	42.2%	40	31.2%	24	18.8%
Numeracy G1-4	46	36%	47	36.7%	0	0%
G7& 9 mock exams	46	36%	46	36%	0	0%
D-WASHE	0	0%	6	4.7%	6	4.7%
Sports	62	48.4%	74	56.2%	0	0%
JETS	45	35.2%	47	36.7%	0	0%
PTDDL	0	0%	0	0%	0	0%
Planning	41	32%	24	18.8%	0	0%
HEAZ	20	15.6%	27	21.1%	45	35.2%
Total	466		441		75	

The table above shows that in 2007 more teachers attended HEAZ meetings than they did in 2005 and 2006 in the same programme.

Question: How long do the teachers' professional meetings last at the centres? The respondents had to choose one out of the four options below.

(A) 2-5 hours; (B) 5-8 hours; (C) one day; (D) 2-3 days.

143 (76.9%) out of 186 respondents said that in most cases the meetings lasted over 5 hours. Their responses were as indicated in Table 8 below.

Table 8: *The 186 respondents' indications regarding the duration of teachers' professional meetings held at the Teachers' Zone Resource Centres.*

Duration	2-5hours	5-8hours	One Day	2-3 Days
Number of Respondents	43=23.1%	95= 51.1%	48 =25.8%	0 =0%

The table above shows that 143 (76.9%) respondents said that teachers' professional meetings held at the ZRCs, generally lasted more than 5 hours but less than 2 days.

Question: Generally, how is teachers' attendance like at workshops or meetings organized at the centre? The respondents had to choose one option out of four.

(A) Very Good. (B) Good. (C) Fair; (D) Poor. (E) Very Poor (tick only one answer)

The responses that the respondents gave were as indicated in table 9 below

Table 9: *Ratings of teachers' attendance at zone workshops or meetings by teachers, head teachers, ZICs and SICs.*

Category of Respondents	Very good	Good	Fair	Poor	Very Poor	Don't know	Total & %age
Teachers	0	32	36	0	0	60	128 =100%
Heads	0	10	15	2	0	3	30 =100%
ZICs	0	2	3	0	0	3	8=100%
SICs	0	3	10	2	0	5	20=100%
Totals	0=0%	47=25.3%	64=34.4%	4=2.1%	0=0%	71=38.2%	186=100%

The table above shows that 71 (38.2%) respondents did not know the attendance rate of teachers at resource centre meetings and 64 (34.4%) respondents rated the teachers' attendance at resource centre meetings as 'fair'.

The respondents who said teachers’ attendance at zone resource centre meetings or workshops was ‘**good**’ were 47 (32 teachers, 10 head teachers 2 ZICs and 3SICs) represented 25.3 %. Those who said the attendance was ‘fair’ were 64, (36teachers, 15 head teachers, 3ZICs and 10SICs) and this represented 34.4%. in addition, those who said they ‘**did not know**’ because they had attended few meetings at the centre were 71 (60 teachers, 3 head teachers, 3 ZICs and 5 SICs), which gave 38.2%. two head teachers and two SICs (four of them), representing 2.1%, said the teachers’ attendance at the zone resource centre meetings or workshops was ‘**poor**’.

4.3.2 Organization and Management of the Teachers Zone Resource Centres.

Question: Does a committee exist in your zone? Yes/ No. All of the 186 (100%) respondents gave affirmative responses. Their responses were as indicated in Table 10 below.

Table 10: *The responses given by respondents for the existence of a committee in a zone.*

	Number of Respondents					
Responses	Heads	ZICs	SICs	Teachers	Totals	Percentage
Yes	30	8	20	128	186	100%
No	0	0	0	0	0	0%

The table above shows that all the 186 respondents (100%) said a committee existed in their zone.

Some respondents said that apart from the zone committee, there was also a Zone Education Support Team (ZEST), which teachers said they knew well together with its roles more than they did with the zone committee and its roles.

Question: Does the centre provide meals to teachers during their professional development meetings? Yes/ No. The responses given by all the respondents are given in Table 11 below.

Table 11: *The responses given by respondents over non-provision of meals for teachers at the centres during teachers’ professional meetings.*

	Responses		
Respondents	Yes	No	Total
Teachers	0	128	128 = 68.8%
SICs	0	20	20 = 10.8%
ZICs	0	8	8 = 4.3%
Head teachers	0	30	30 = 16.1%
Total percentages	0 = 0%	186 = 100%	186 = 100%

The table above shows that teachers were not provided with meals whenever they attended meetings or workshops at the centres.

Question: Are teachers paid meal or subsistence allowance each time they attend professional meetings at a Zone Resource Centre to enable them buy food or other materials for their welfare? Yes/ No (tick one answer)

The responses that the respondents gave were as indicated in Table 12 on page 47

Table 12 : *The respondents' indications on the payment of meal or subsistence allowances to teachers whenever they attended meetings or workshops at a centre.*

	RESPONSES		
Respondents	Yes	No	Total
Teachers	0	128 =68.8%	128 =68.8%
SICs	0	20 = 10.8%	20 = 10.8%
ZICs	0	8 = 4.3%	8 = 4.3 %
Head teachers	0	30 = 16.1%	30 = 16.1%
Total percentages	0 = 0%	186 = 100%	186 =100%

The table above indicates that teachers were not meal or subsistence allowances each time they attended meetings or workshops at the centres.

All the 186 (100%) respondents said that teachers were not paid any allowances whenever they attended meetings or workshops organized by the leaders of the zone, unless the workshop or meeting was organized by the District officials and if it was a funded programme. However, they said that in most cases, the DEBS's office paid sports teachers subsistence allowance whenever they met for zonal sports festivals. Head teachers that represented Head teachers' Association on the zone sports committee were also paid subsistence allowance.

Question: In order that meetings or workshops for teachers are successful at the zone centre, do teachers or schools in a zone contribute money towards these meetings or meals for teachers? The responses given were as indicated in Table 13 below.

Table 13: *Sources of funds for teachers' meals or meetings held at a zone resource centre.*

Categories of respondents	Schools contribute money	Schools don't contribute money	Teachers contribute money	Teachers don't contribute money	Don't know /Not sure	Total
Teachers	11	21	18	49	29	128
Head teachers	7	6	6	11	0	30
ZICs	1	1	2	4	0	8
SICs	2	4	3	7	4	20
Totals	21	32	29	71	33	186
Percentages	11.3%	17.2%	15.6%	38.2%	17.7%	100%

The table above shows the respondents' general view that neither the schools (17.2 %) nor the teachers (38.2 %) contributed money towards the teachers' meetings or workshops organized at the centres.

Question: What kind of assistance does your centre receive from the **Zambian Government** to enable teachers' professional development meetings or workshops take place at the centre? The responses that the respondents gave were as indicated in Table 14 on page 49.

Table14: *The number of respondents (and the corresponding percentages) who indicated the kind of assistance the Teachers’ Zone Resource Centres received from the Zambian Government.*

Type of Assistance	Yes		No		At times	
	Number	Percent	Number	Percent	Number	Percent
Funds	0	0%	161	86.6%	25	13.4%
Textbooks	0	0%	186	100%	0	0%
Workshop materials e.g. stationery	0	0%	167	89.8	19	10.2%

The table indicates that Teachers’ Zone Resource Centres scarcely received financial or material assistance from the Government for teachers’ meetings or workshops.

Question: What material(s) assistance would you like the centre to have from the Zambian Government to enable zone leaders to conduct teachers’ professional meetings efficiently? The responses submitted by 186 respondents were as shown in Table 15 below.

Table 15 *The kind of assistance that respondents wanted the government to give their centres and teachers.*

Kind of assistance needed	Number of respondents					Percentage
	Heads	ZICs	SICs	Teachers	Total	
Funds	30	8	20	128	186	100%
Library Services	21	8	12	123	164	88%
Allowances	22	8	20	128	178	95.7%
Workshop materials	15	7	14	71	107	57.5%

The table above shows that the majority of the teachers wanted the centres to be funded for meetings and workshops, library services and be paid allowances- meal or subsistence allowance whenever they attended meetings at the centres.

4.3.3 Achievements and failures of the Teachers' Zone Resource Centres in facilitating in-service courses for teachers.

Question: *State any achievements the TRCs have scored since they were established. In addition, mention any failures they have made.*

The responses from 186 respondents were as indicated in parts 4.3.3.1 and 4.3.3.2 below.

4.3.3.1 Achievements of the ZRCs in facilitating in-service courses for teachers

(a) The Centres have been good distribution points of books and other educational materials to constituent schools, (101 respondents =54.3%).

(b) Teachers met and attended various meetings at the zone resource centres including those that were unfurnished classrooms (85 respondents= 45.7%).

4.3.3.2 Failures of the ZRCs in facilitating in- service courses for teachers.

- (a) Some subjects taught in basic schools were not catered for discussion in teachers' meetings and workshops organized at the centres, (96 respondents = 51.6%)
- (b) some teachers, especially those who teach middle and upper basic classes, were not involved in workshops or meetings organized at the centres, (92 respondents = 49.4%).

4.3.4 Challenges faced by the Teachers in their efforts to utilize Zone Resource Centres.

Question: What challenges do teachers encounter in their efforts to utilize Zone Resource Centres?

The responses that the respondents gave were as indicated below:

- (a) Long distances to ZRCs especially for teachers of schools in rural remote zones.
- (b) Lack of library services and necessary materials to support teachers' workshops and meetings held at the centres.
- (c) Unskilled leaders of the zone.
- (d) Poor coordination between the zone leadership and constituent school head teachers and teachers.
- (e) Poor and inaccessible road network especially between constituent schools and ZRCs of rural areas.
- (f) Non-payment of meal or subsistence allowances to teachers when they attend professional workshops or meetings at the centres.
- (g) None provision of reliable transport for the mobility of zone leadership in the zone.

The respondents suggested a motor bike for each centre to enable the zone leaders to monitor schools and teachers within their zones (Table 16 on page 52 shows distances

from the centre to the nearest and furthest schools in each zone to clarify the challenge concerning distances in zones).

Table 16 Long distances: the nearest and furthest distances between schools and the centres in each of the eight sampled zones.

District	Name of the Zone	Name of Zone Centre	Distance to nearest School	Distance to furthest School
MBALA	Mbulu	Mbulu Basic School	200 m (Grace Com. School)	16 Km (Outward Bound)
	Masamba	Masamba B.School	8Km (Kaziwe B. School)	35 Km (Sementi M.B. School)
	Uningi	Uningi Basic School)	7Km (Lunzuwa Basic School)	20 Km (Munyenzi Basic School)
	Nondo	Nondo Basic School	2. 5 Km (Kolosa Com. School)	22 Km (Reuben M.B. School)
MPULUNGU	Musende	Musende Basic School	2 Km (Kasakalawe Com. School)	8 Km (Nachupo M.B. School)
	Mpulungu	Mpulungu Basic School	1 .5Km (Niamukolo B. School)	10Km (Mankonga Basic School)
	Kopeka	Kopeka Basic School	15 Km (Kalonda M.B. School)	22 Km (Kabamba Middle Basic school)
	Vyamba	Vyamba Basic School	9 Km (Mungula Middle Basic School)	19.5 Km Mululwe Sc

The table above indicates 200 meters to 15 kilometers as the distance range of the nearest schools to their centres while the distances of the furthest constituent schools to their centres range from 8 to 35 kilometers

4.3.5 Perceptions teachers had of the Organization and Functioning of the Zone Resource Centres.

Question: Do you think the Zone Resource Centres are well organized? Yes /No (tick one answer). The responses that the respondents gave were as shown in Table 17 below.

Table 17: Respondents’ indications that TZRCs were well organized

Respondents	Responses		Totals
	Yes	No	
Teachers	34= 18.18%	94 = 50.5%	128= 68.8%
SICs	4 =2.1%	16 = 8.6%	20 = 10.8%
ZICs	5 = 2.8%	3 = 1.6%	8 =4. 3%
Head teachers	9 = 4.8%	21 =11.3 %	30 = 16. 1%
totals	52	134	186
percentages	28%	72%	100%

Table 17 above shows that 134 (72%) out of 186 respondents stated that the ZRCs were not well organized by the centre personnel. However, some respondents recognized the importance of the existence of the centres in the facilitation of workshops and teachers’ professional meetings in their areas.

Sub- question: If your answer to the question above is No, what do you think is/ are the reasons?

The reasons the respondents gave were that the MoE did not fund the teachers’ meetings and workshops organized at the ZRCs. They added that ZRCs lacked the necessary facilities and material resources that teachers could use in their meetings and workshops.

They further said that the Zone leadership did not possess zone management and workshop facilitation skills and this, subsequently, created little or poor coordination between the Zone leaders and the constituent head teachers and teachers in most of the zones.

4.4 Presentation of findings obtained from the Guided Oral Interviews.

This section presents the findings obtained from the guided oral interviews the researcher conducted with the district officials in Mbala and Mpulungu districts. Their responses were as indicated in the following sub-headings.

4.4.1 Organization and Management of Zone Resource Centres

Question (1): How many Zone Resource Centres are in your district?

The Officials in Mbala said they had sixteen ZRCs and those in Mpulungu said they had nine, making 25. Each district had two centres that were recently constructed and furnished, which added up to four of such centres in all the 25 zones.

In Mbala, the officials said the rehabilitated District Resource Centre, also served as a Zone Resource Centre for Mbala zone. In Mpulungu District, the newly built DRC also catered for Mpulungu zone.

Question (2): Are there committees in these ZRCs?

The responses from the officials were affirmative. They, however, added that the zone committees were not as active as the Zone Education Support Teams (ZEST). They said the ZEST consisted of the zonal head teacher, the Zone in-service Coordinator and the School in-service Coordinator based at the school where the centre was situated.

Question (3): What can you say about the organization and management of the ZRCs?

The respondents said that most of the zones were managing and organizing the ZRCs under difficulty conditions because of lack of funds, materials and facilities, which teachers could use in their meetings or workshops. They further said that zone leaders and their constituent head teachers were not initiating income-generating activities to support teachers' meetings at the centre but usually looked upon the DEBS' office for funds. They explained that currently the DEBS' office was not receiving sufficient funds therefore, the office could not disburse any money to the zones for teachers to use for their meetings or workshops.

They, however, said that few zone leaders were able to persuade constituent head teachers and teachers to contribute funds towards the teachers' meetings held at the ZRCs. In the zones where members contributed funds, some important teachers' professional meetings took place in their zone resource centres. They admittedly said that a majority of the zones had their leaders not oriented in zone management and workshop facilitation and this had created difficulties in some zone leaders to organize their centres effectively.

4.4.2 Perceptions of the District Education officials regarding the functioning of the Zone Resource Centres.

Question (4): Do you think the ZRCs are functioning well?

The respondents said that not all the ZRCs were functioning well. They stated that most of the ZRCs were not implementing all the programmes set in the Zone Resource Centre Manual, MoE (Nov. 2003: 8). They said teachers that were under PTDDL programme and the Student- teachers who were doing school- based teaching experience, were not

meeting at the Zone Resource Centres to discuss issues and topics concerning their programmes. They instead traveled to Teachers' District Resource Centres where they made use of the library services and consulted the DESO and DRCC over their assignments.

The respondents further said that while the ZRC Manual instructs that teachers should meet at ZRC once in a term for GRACE and local professional development meetings initiated by the ZEST, teachers were not meeting at the centres because they (centres) did not have the required facilities, necessary materials, and funds to run zone meetings and workshops. They added that ZRCs experienced many challenges, which impeded their functioning. They further said that a few centres, however, functioned well in that teachers conducted their professional development meetings in a number of subjects and programmes using funds and materials that some schools and teachers contributed to their centres.

Question (5): Do you think the ZRCs adequately serve the teachers according to the Government intentions and policy

Some respondents said that the ZRCs were not serving the teachers adequately according to the Government's intentions and policy because of a number of challenges the centres, the schools and the teachers experienced. They said funding was poor, materials were not supplied, and schools were understaffed especially in most of the rural areas. They added that centres did not have library services.

In contrast, however, other respondents said that some ZRCs were serving the purpose for which they were set up because, at least, teachers met at some of the centres for some educational programmes, even in those centres that had no modern infrastructure.



4.4.3 The extent to which teachers utilized ZRCs

Question (6): Which subjects or programmes do teachers meet for at the centres? In addition, how often do teachers meet at the Zone Resource Centres for these subjects?

The officials said that the Education Policy did not give special priority to particular subject(s) or programme(s) for teachers to discuss frequently at the centres. They said the ZEST or the zone committee drew plans for the zone and based on them, teachers in each zone decided on the time and space they were to give each subject or programme for discussion at the centre. They, however, said that teachers were to discuss mathematics, science, NBTL, SITE, MARK, HIV/AIDS, PTDDL assignments and other educational programmes indicated in the Guidelines. They further said that the frequency of teachers' meetings depended on the plans made by the ZEST, and the availability of financial resources at the zone resource centre.

4 .4. 4 Achievements made by the ZRCs

Question (7): Do zones regularly submit reports on their professional meetings to your office? If they do, what achievements has your office noted, which the ZRCs have made in terms of teachers' professional meetings?

The officials in both districts said that they used to receive regular reports from the zone leaders up to 2005. They said that however, from 2006 to 2007, first term, they started receiving the zone activity reports irregularly, which meant that teachers were not holding regular professional meetings at the ZRCs.

As for the Zone Centres' achievement, they said that from the reports they used to receive from the Centres, they could tell that centres were achieving some goals set in the Guidelines of the Ministry of Education. They said zone leaders conducted meetings for

teachers in PRP subjects and in other educational programmes like orientation of teachers on how to use the Science and Mathematics Rainbow Kit.

Question (8): As an office, what kind of assistance do you give zones to enable teachers to hold their zone professional meetings regularly?

The District officials said that before 2006, the DEBS's Office used to receive sufficient funds and therefore supported zone meetings with funds and materials. However, later on funding became inadequate and therefore, the situation changed for the zones in terms of funding and supply of materials. The officials in Mbala said that before 2006, the Office of the DEBS disbursed k500, 000 (five hundred thousand Kwacha) to some zones that were big and had many teachers and made requests accompanied with realistic budgets. They further said that the other zones that had small number of teachers could receive about K300, 000 (three hundred thousand kwacha), also after submitting their requests and budgets to the DEBS' office. Thus, the figures varied according to the number of teachers and the number of activities they were to do in a zone.

4.4.5 Challenges that Teachers faced in their attempts to Utilizing the Teachers' Zone Resource Centres.

Question (9): State the challenges that teachers face when they want to hold professional meetings at the Centres.

The Officials said that teachers faced various challenges in their attempts to hold professional meetings at the centres. The teachers' challenges included the following:

- (a) Most of the ZEST members who were new in their posts lacked workshop facilitation and zone management skills. Therefore, they were failing to organize teachers' activities in the zones. they said that the DEBS' office had not oriented them because of lack of money.

- (b) Poor staffing levels in most of rural constituent schools.
- (c) Non-availability of library services and lack of necessary facilities like a computer, electricity, and transport for ZEST members.
- (d) Long distances that teachers covered from their schools to the centres.
- (e) Lack of funds, and non-payment of meal or subsistence allowances to teachers who traveled long distances from their schools to the centres.
- (f) Poor centre infrastructure and
- (g) Poor and inaccessible road net work especially in rural areas.

Question (10): What is the DEBS's office doing to address these challenges to improve teachers' attendance at the ZRCs?

The respondents said that it was difficult for the DEBS's office to think of improving the situation of the ZRCs then because of the inadequate funding it received from the Government. They said that in most cases the office of the DEBS gave its priority to the construction of classrooms, teachers' houses, and provision of pupils' requisites whenever it received funds from the Government for projects and materials. They added that they understood the relevance and importance of the Zone Resource Centres concerning the teachers' professional development but then lack of financial resources did not allow the DEBS' office to do much about them. They said that with the improvement of funding, they would fund the teachers' professional meetings held at the ZRCs, or assist them with materials.

CHAPTER FIVE: DISCUSSION OF THE RESEARCH FINDINGS.

This chapter discusses the research findings of the study. The discussion is based on the findings presented in Chapter Four under the sub-headings derived from the research objectives and research questionnaires' items.

5.1. In-service meetings or workshops organized at the Zone Resource Centres from 2005 to first term of 2007

5.1.1 Organization of Professional Development Meetings for Teachers.

Although the study findings revealed that zonal head teachers and zonal in-service Coordinators organized the professional meetings for teachers, other related findings show that this does not mean that the purpose for which ZRCs were set up is being fully realized. This is because the meetings in question are catering for fewer subjects (PRP subjects) at the expense of other subjects and programmes such as PTDDL and traditional subjects like Social Studies, Science, History and Religious Studies. The result of this is that teachers of the neglected subjects are denied chances of attending professional development meetings and might become inactive in their teaching approaches in due course.

5.1.2 Non-organization of Professional Development Meetings for SICs.

The study findings revealed that zone leaders do not organize professional meetings for school in- service coordinators even when the Ministry of Education guide lines (MoE, 2003) considers the position of SIC to be quite important in the structure of Teachers' Resource Centres. As a person who organizes TGMs at the school level, the SIC is supposed to be equipped with the knowledge and skills that can help him or her to organize and conduct TGMs at school without much problems. This means that other

teachers in a school would benefit if the SIC was involved in zone meetings more frequently.

5.1.3 Duration of Zone Meetings.

The study findings revealed a general picture that zone meetings lasted between 5-8 hours and a day. This tends to agree Ayot's findings in Kenya, (in Greenland, 1983 : 53), which revealed that a number of courses registered at the Teachers' Advisory Centres lasted a day or half a day. However, in Nepal major training courses at the Resource Centres were basic training courses of 150 and 180 hours (Knamiller, **et al**, 1999). That is, the courses ran between six and a half to seven and a half days and focused on teaching methods, educational materials, learning strategies and courses in school management for head teachers (Knamiller, **et al**, 1999).

When the researcher inquired about the duration of the zone meetings, the study revealed a general picture that zone meetings lasted between 5-8 hours and a day. This tends to agree with Ayot's findings in Kenya, (in Greenland, 1983: 53), which reveals that a number of courses registered at the Teachers' Advisory Centres lasted a day or half a day. However, in Nepal "major training courses at the Resource Centres were basic training courses of 150 and 180 hours" (Knamiller, et al; 1999). That is, the courses ran between six and a half to seven and a half days and "focused on teaching methods, educational materials, learning strategies and courses in school management for head teachers" (Knamiller, et al; 1999). The long duration of meetings was determined by various factors such the teachers' attendance, seriousness of the meetings, availability of materials and funds.

However. Related study findings revealed that centres were not funded, or supplied with materials and nor were teachers paid any allowance. This therefore, leaves one to wonder

as to how teachers sustained themselves during long conducted zone meetings. Thus, in the absence of resources it was envisaged that teachers' meetings at the might not last longer than the duration that the respondents had indicated.

5.1.4 Teachers' Attendance of Zone- Organized Meetings.

The study findings revealed that the teachers attendance at organized zone meetings was in most cases fair. Furthermore, the findings revealed that the majority of the teachers were unable to tell the attendance of teachers at zone- organized meetings because they had attended very few, if any, professional meetings at the centre. The fair attendance of teachers at the zonal meetings may imply that the majority of the teachers failed to attend zonal meetings. Again failure to know the attendance of teachers at zonal meetings gives a clear indication the majority of teachers did not use the centres regularly and this defeated the purpose for which the centres were set up.

5.1.5 Teachers' Attendance of Professional Development Meetings in various Subjects.

The study findings revealed that teachers were not meeting at the ZRCs for PTDDL discussions but opted to long distances to DRC where they made use of the facilities like copiers, computers and also for consultation with the DRCC on their assignment. It appears the lack of facilities at the centres discouraged teachers from utilizing them although Guide lines of the MoE (2003) state that teachers under the PTDDL programme should use the ZRCs for study group meetings, tutor contact sessions, and for school – based monitoring. The study findings further revealed that fewer meetings were held at the centres in HIV/AIDS, Grade four competence test and Numeracy than in sports and

PRP subjects. However, according to the Guide lines , MoE (2003 : 8), ZRCs had the role to train teachers in test construction and administration. They were also ‘venues for constituent schools to discuss and act upon examination results’. That allowances were paid to teachers attending sports festivals at zone and district levels, was enough reason why more meetings in this programme were organized than in other programmes or subjects apart from PRP subjects.

Furthermore, the study revealed that about eight percent of the teachers attended more of school- based Teachers’ Group Meetings (TGMs) than they did with the zone or district centre meetings. This might be because TGMs did not require much resources and traveling although schools with poor staffing levels could still fail to conduct them (TGMs).

5.1.6 Number of teachers who indicated having attended meetings in various subjects /programmes at the ZRCs.

The study findings revealed that generally, the number of teachers attending meetings at centres was declining in almost all the subjects or programmes from 2005 to 2007 except in the Home Economics Association of Zambia (HEAZ) and sports. In 2007, the number of teachers who attended HEAZ was 45, which was an improvement from 20 teachers in 2005 and 27 of them in 2006. The study further revealed that HEAZ was introduced early this year in Mpulungu, maybe this is why the number of teachers attending the meetings in this programme went up in 2007 because of its new membership. However, the decrease in the number of teachers attending meetings at the ZRCs indicates that something was wrong somewhere about ZRCs. If the Government did not correct the

situation, it might render the newly built zone structures to become white elephants and eventually the aims and objectives of establishing ZRCs by the Ministry of Education might not be achieved if teachers stopped utilizing them (centres) for workshops and meetings.

5.2 Organization and Management of TZRCs to meet teachers' training needs.

5.2.1 Existence of Committees in the Zones.

While the study findings revealed that committees existed in all the zones, related findings revealed that they did not have representation from the parents contrary to the MoE Guidelines of 2003. Furthermore, the zone committees appeared to be non-functional in all the zones. What appeared to be active was the Zone Education Support Team (ZEST) to which, the majority of the teachers were more familiar together with its functions and roles than they were with the zone committee and its functions. The inactive zone committees might contribute to the poor performance of the ZRCs in that there was no input from some key stakeholders like parents and constituent head teachers into the management of the activities of the centres.

5.2.2 Provision of meals to teachers during zone meetings.

The study findings revealed that teachers were not provided with meals whenever they attended professional meetings at the centres. Moreover, the findings revealed that even teachers from distant schools were not paid meal or subsistence allowances to enable them buy food or essentials while they were attending meetings at the ZRCs. In the absence of allowances or meals, it was not that teachers could concentrate in their meetings. In addition, the teachers' attendance at zone meetings was adversely affected

because teachers were not supported in any way possible by the DEBS's office or MoE. Thus, it is important that MoE through the DEBS's office allocated some money to the zones in order to facilitate the teachers' welfare and their professional meetings.

5.2.3 Schools and Teachers' monetary contributions towards meals when teachers attended zone meetings.

The findings revealed that in order that teachers did not desert meetings organized at the centre due to non provision of meals or allowances, some zone leaders persuaded constituent head teachers and teachers of their zones to contribute money towards their meals. The zone leaders made this decision in order to help teachers who traveled long distances from their schools to ZRCs for meetings. Thus the contributions that these schools made were as provided for in the Guidelines contained in ZRC Manual, MoE (2003 :5), which state, " all schools within the zone must be involved in the decision making process as well as shouldering their fair share of the cost". Shouldering a fair share of the cost may imply that schools should contribute money towards teachers' meals or workshop materials and even finding common solutions to the zone challenges. However, related study findings revealed that the majority of schools or teachers did not contribute money for teachers meals or meetings held at the centres. The failure by the majority of the schools to meet the cost of zone meetings put the zone leaders in a difficult situation because in the end they too, failed to organize teachers' meetings for lack of funds and materials. Therefore, the DEBS's office was in a better position to assist the centres by including activities of the zones in their district budgets.

5.2.4 Kind of assistance Zone Resource Centres received from the Government

The study findings revealed that the Government did not fund the zone resource centres, nor did it supply materials to them, which teachers could use in their meetings. In the absence of money for meetings and workshops, or resource materials that teachers could use for making teaching aids, there could not be any meaningful utilization of the zone resource centres. Furthermore, the lack of funds and materials would discourage teachers in their efforts to use the centres. There was need therefore, for the Zambian Government to train leaders of the zone in entrepreneurship so that zones could raise funds for teachers' activities on their own. In this way, the centres would probably sustain themselves without much dependence on outside resources as the study of Fairhurst et al (1999) revealed. The findings of the study carried out in India, Nepal, Pakistan and Zambia by Fairhurst et al (1999) state, "It was not an easy task to run TRCs in the developing countries because their sustainability depended mostly on outside resources especially international donors". Unfortunately, the study did not reveal any zone resource centre that received any international donation for its activities.

The Government's failure to fund zones or supply them with materials, resulted in its failure to fulfill some of its objectives outlined in the ZRC Manual, MoE (2003: 7), which state, "To provide support for teachers through the production, distribution and storage of educational materials" and "To provide in-service to teachers through workshops and self-access programmes". Unfortunately, these objectives were not being implemented in the ZRCs.

5.2.5 Making the Zone in-service Coordinator's position Permanent.

The study findings revealed that the position of the ZIC was cardinal in the zones when it came to the organization of teachers' professional meetings. It was in this regard that the post of ZIC was required to be incorporated into the national frameworks and had to be salaried just like was the case with the District and Provincial Resource Centre Coordinators. Ansel (n.d.: 5), seems to agree with this assertion when he says, "I order to attract the best personnel to the TRC it is essential to ensure that posts within TRCs are incorporated into national frameworks". Ansel further states, "This allows for, (sic), such posts to become part of an education professional's progression through a career structure, and avoids TRC posts being seen as a professional cul-de- sac from which the only way out is to go backwards to where one entered".

Thus, in the researcher's view, employing ZICs on permanent basis would enhance teachers' enthusiasm in the effective organization of teachers' professional development meetings. It would also encourage teachers to compete for the post and when the right person was employed, possibly zone activities would be re-activated and sustained. Probably, teachers' attendance at zone meetings would also improve especially if centres were funded, supplied with the required facilities and materials, and schools had their staffing levels improved.

5.3 Achievements and failures of the ZRCs in facilitating in-service courses for teachers.

5.3.1 Achievements of the ZRCs.

The study findings revealed that while ZRCs faced a number of challenges that made teachers fail to utilize them adequately, they however, made some important scores worth noting. The study findings revealed that because a number of constituent schools were inaccessible by motor vehicles due to poor road network, centres were frequently used as distribution points for books and other educational materials to constituent schools. This is in line with the roles of the ZRCs that were given in the Guidelines of MoE, (2003:8), which state that ZRCs will be ‘storage and delivery centres for books to schools’ and will ‘give HIV/AIDS support materials to schools.’

In addition, the study findings revealed that even when most zones had poor and unfurnished centre structures, they were still used for teachers’ professional meetings. Tables 4, 6 and 7 on pages 38, 40 and 42 respectively, indicate that meetings were organized in various subjects and programmes and teachers attended these meetings at the resource centres. In the researcher’s view. The meetings that teachers attended at the ZRCs were a clear indication that the centres had the potential to be utilized adequately for teachers professional meetings as long as they were funded and supplied with the required facilities and materials. Therefore, the Government should show its commitment to the implementation of its plans and objectives that it had set when it spread its innovation about Teachers’ Resource Centres to zones in 2004.

5.3.2 Failures of the ZRCs in facilitating in-service courses for teachers.

The study findings revealed that ZRCs failed to increase the number of teachers' meetings and workshops. Instead, the number of meetings or workshops and, the number of teachers attending these meetings decreased each year from 2005 to the first term of 2007. thus, the number of meetings that the zone leaders organized at the centres from 2005 to first term of 2007, were far “ below a 90% utilization rate that was to be achieved by 1998” as set by the project planning document of 1993 (Gibbs and Kazilimani; 1999)

Furthermore, the study findings revealed that the majority of the teachers did not visit the centres either because they were not involved in any of the organized teachers' meetings, or because of poor conditions in which the centres were; and ,or because of the lack of facilities and resource materials. Gibbs and Kazilimani (1999)are quite explicit on the issue of under utilization of ZRCs as they state that TRCs in Zambia were “ used very little” and this is backed by their study figures, which show that in Zambia “ utilization of Resource Centres for workshops and teachers' meetings amount to about 10% of available time.”

5.4 Challenges that the teaching staff encountered in utilizing TZRCs.

This section discusses the challenges that the teaching staff encounter when utilizing Teachers' Zone Resource Centres.

5.4.1 Zone Leaders' lack of training

In the researcher's view, ZRCs could not run effectively if the centre personnel had no workshop facilitation and zone management skills. This agrees with Ansel's observations namely: "Of all the factors that most contribute to the successful establishment of TRCs, ensuring that the right staff work within them is, from my experience, the key. TRCs can and do succeed and even sustain, often against all odds, if the right people are in place," (Ansel, n.d.). Furthermore, Kyei-Anti (1983) says that lack of training makes the centre personnel to fail to know their roles and those of the centre. Thus the study Kyei-Anti carried out in Ghana reveals, "Centre personnel did not have a clear idea of their tasks" because they did not have training before and even after their appointments.

If the ZEST members were trained in management skills the general teaching staff in the zone would also benefit and possibly improve on their classroom performance. Thus, according to available literature, training of "TRC personnel enhanced the operations of the Centres and thereby the skills and abilities to work effectively within it go beyond those of the classroom" (Ansel; n.d.). In this regard, Ansel suggests that the training of TRC personnel could include "library skills, resource equipment skills, INSET facilitator skills advising and counseling skills and material development skills

Since the study findings revealed that the zone leaders lacked most of these skills, the researcher suggests that the Ministry of Education through the DEBS's office took serious corrective measures by training zone leaders in all of the areas mentioned above. Training leaders in these skills would not only equip them in zone management but possibly, would also enable them to deliver the correct materials to teachers' meetings organized at the centres. In the process, the zone leaders would gain confidence of their teachers in the zone.

5.4.2 Low staffing levels in schools.

The study findings revealed that poor staffing levels in schools, especially those in remote rural areas, was one of the serious challenges that affected teachers in their efforts to utilize the zone resource centres. The researcher's view was that when schools were understaffed it meant that classes would remain without teachers when the few teachers went for meetings at the ZRC. Furthermore, it was unacceptable to have a school with only five trained teachers on its staff list when, in actual fact, it ran from Grade one to nine (as the case was at Kopeka Basic School), and expect quality education to be delivered. Therefore, this called for the immediate attention of the Ministry of Education to improve the situation by recruiting and deploying trained teachers to rural schools where teacher-shortages seemed to be more prominent.

On the other hand, the researcher's contrary view was that the fewer the teachers were in a zone the more necessary it was for them to meet regularly at the ZRC to help one another in some subjects. This is because the few teachers in particular subjects at

individual schools may lack the capacity to assist one another in certain areas of those subjects. In this way, the challenge becomes part of the solution.

.5.4.3 Lack of Library services and other resources.

That by nature of his job a teacher is an educational researcher means that he/she cannot do the job well in the absence of the required texts or reference books. Therefore, lack of library services at the centres meant that teachers were not able to make any educational research that might involve their classroom work.

The study findings revealed that lack of library services, as a challenge , discouraged teachers from utilizing the zone resource centres. Gibbs and Kazilimani (1999), say “Availability of facilities and library services encouraged teachers’ visitation to the centres.” One is tempted to think that the establishment of zone resource centre should have included the supply of facilities as well as library services so that teachers could have access to reference books, which would enhance their knowledge and teaching performance in the classroom.

5.4.4 Long distances from the centre to the constituent schools.

One of the objectives for establishing the zone resource centres was to reduce long distances that teachers used to cover when traveling to the to District Resource Centres. However, the study findings revealed that in most of the zones teachers were still traveling frustratingly long distances to and from the zone resource centres. Thus, in some cases, teachers walked a distance of over 30 kilometers to and from their zone resource centres. The study findings by Ayot (1983), and Gibbs and Kazilimani (1999), reveal similar results where some constituent schools had distances of over 40

kilometers from the centres. Gibbs *et al*, further say that the distances teachers traveled in order to reach the Resource Centres was an important factor influencing frequency of teachers' visits. Their study findings revealed that the majority of teachers were not willing to travel a distance of more than 5km. in this respect therefore, long distances posed a great challenge that seriously affected the teachers' visitation of the centres.

5.4.5 Lack of funds and non-payment of allowances to teachers.

Since the Zone Resource Centres were established as utility entities, they required regular funding in order to maintain their sustainability. Regular funding would enable the zone leaders to organize teachers' professional meetings at the centres. Thus, the study findings revealed that lack of funds did not only put zone leaders in an awkward situation as they found it difficult to organize teachers' meetings but also it led to non-payment of their meal or subsistence allowances to the teachers attending meetings at the centre. The study findings further revealed that the majority of the teachers in a number of zones were entitled to payment of either a meal or a subsistence allowance whenever they attended teachers' professional meetings as their schools were at distance places from the ZRCs. However, teachers were not provided with meals, nor were they paid meal or subsistence allowances.

Other related study findings indicated that the majority of schools and teachers did not contribute funds towards teachers' meals or materials for the meetings and the DEBS's office did not support the centre with money or materials. This being the case therefore, there was need for the MoE to review its policy on ZRCs so that it resuscitated the zone activities through regular funding. It would help the zones also if the MoE could equip

the zone leaders with entrepreneurship skills, which could help the zones to raise their own funds.

5.4.6 Poor ZRC infrastructure.

The lack of proper structures was certainly one of the challenges found by this study. The challenge of centre structures should be tackled in order that these centres have to operate effectively. This is because teachers who visited these poor centres, found it quite discouraging to use them. The use of unfurnished classrooms as ZRCs, for instance, did not provide an atmosphere that was conducive for teachers' meetings. Therefore, the Government is being urged to continue with its programme of constructing new zone resource centres if local professional development courses for teachers were to be encouraged and maintained in the education system.

5.4.8 Poor and inaccessible road network.

Most of the roads in rural areas were poor and inaccessible because the Government had not worked on them for a long period. In some places, the situation of these rural roads had been made worse by heavy rain pours. The season of 2007-8, had prolonged heavy rain pours, which further damaged the roads that eventually became inaccessible and impassible. Such impassible roads made it difficult for teachers to travel to and from the centre for meetings or workshops. Thus, inaccessible and impassible road networks affected teachers' visits to the centres, as some of these roads could not even allow the use of a bicycle.

In the researcher's view, the challenge of poor and inaccessible roads required the immediate attention of the Government to rehabilitate them so as to allow, not only

people's easy movements from one school to another, but also to enable the Government itself to easily distribute educational, health and other essential facilities and materials to health and school communities.

5.5 Teachers' perceptions of the Organization and functioning of the Zone Resource Centres.

The perceptions of the teachers regarding the establishment of the zone resource centres were as follows:

- The teacher –to teacher interactions that took place at the ZRCs were helpful to the teachers of each zone.
- Most zone leaders did not organize the centres well for lack of management skills.
- Poor coordination between zone leaders and constituent head teachers and teachers led to failure by the majority of the zones to hold frequent teachers' professional meetings.
- In a way, ZRCs reduced the distances that teachers traveled to and from the District Resource Centres for professional meetings.
- The ZRCs lacked facilities, funds and materials, which teachers could use in their meetings or workshops.

Furthermore, the study findings revealed that apart from lack of training on the part of the ZICs, most of them did not have long teaching experience and therefore, they found it rather hard to advise long serving constituent head teachers and teachers on some educational issues (Ansel, n.d.; and Ayot: 1983). In this regard, it was quite hard for ZRCs to function according to the set aims and goals of their operations

when zone leaders had no management and organizational skills. Thus, the Ministry of Education should put in place corrective measures including the training of the zone leaders in centre management and workshop facilitation, supply of resource facilities and materials to the centres and the funding of the zones' activities.

CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS.

This Chapter presents a conclusion of the findings on the “Utilization of the Teachers’ Zone Resource Centres on local professional development courses for teachers in Zambia”. Furthermore, it presents recommendations that have emanated from the discussions of the research findings.

6.1 Conclusions

In conclusion, the research findings revealed that most of the zone resource centres lacked proper infrastructure, equipment and other necessary resources that would enable teachers to use the centres adequately. This led to a majority of the teachers fail to visit their centres. Hence, the number of workshops and teachers’ professional development meetings held at the centres had been decreasing since 2005. the majority of the teachers that utilized the centres were those from the lower basic school section, Grade 1 to 4 teachers.

Furthermore, the subjects taught in/ at middle and upper basic section, were not catered for in terms of space, time and expertise at the centres. The research findings further revealed that the achievements of the centres were minimal and mainly occurred in the distribution of materials and knowledge or skills transmission to lower basic school teachers in the area of Primary Reading, Numeracy, Sports and HIV/ AIDS. In addition, there was poor coordination between the ZRC leaders and the constituent school head teachers and teachers in most of the zones. That the zone leaders lacked facilitation and management skills to enable them function effectively in their centres and workshops further discouraged teachers from visiting the centres frequently.

The research findings further revealed that ZRCs lacked financial resources, which could have been used for teachers’ meetings, workshops, or meals whenever teachers met at the

centres. In addition, the findings revealed that most of the constituent schools were quite far from their centres, and that since the road network was poor, especially in rural areas, teachers found it difficult to frequently visit their centres. The findings also revealed that the position of the ZIC should be on permanent establishment of the Teachers' Resource Centre structure in the Ministry of Education just as it was the case for DRCC and PRCC at district and provincial levels respectively.

6.2 Recommendations

This section presents the recommendations that arose from the research findings of the study. Both the stakeholders and the policy makers may find these recommendations useful in their attempts to address some of the challenges and the concerns revealed by the study. The study recommends that:

- The DEBS's office should train the Zone in-service Coordinators, Zonal head teachers and School in-service Coordinators in workshop facilitation and zone management skills;
- The Government, through the DEBS's office should fund the Zone Resource Centres to facilitate the teachers' professional development meetings and workshops.
- The Ministry of Education should provide the Zone Resource Centres with library services.
- The Ministry of Education should develop a cost-sharing scheme with ZRC users and other stakeholders for the sustainable provision of in-service materials in the centres.
- The Government should supply the ZRCs with either hydro or solar power depending on the locality of the centre.
- ZRC leaders, (ZEST, and Zone Committee members) should be oriented in entrepreneurship skills so that zones could sustain their professional development meetings.
- Where the Government did not build purpose-zone resource centres and teachers used a classroom for their professional development meetings, Government

should furnish these centres in order to provide teachers' comfort during meetings.

- District officials should help in sensitizing members of the community on the use and functions of the ZRCs to enable them support the centres.
- The Government should supply each ZRC with a motorbike just as it has done with Agriculture and Health Centres. If such an action was taken, it would enable ZEST members to become mobile so that they could monitor educational and teachers' activities within and outside their zones.
- The Ministry of Education should pay teachers either meal or subsistence allowances.

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Appendix 1

The University of Zambia

P.O. Box 32379

LUSAKA

27th March, 2007

Dear Respondent,

Seasonal grëetings to you and your family.

The esteemed respondent, the purpose of this note to you is to earnestly appeal for your assistance of filling out, or answering, the attached questionnaire. The questions contained in this questionnaire are purely for academic purpose. The questionnaire has nothing to do with personalities of individuals and their private lives. It is only trying to find out from you as a teacher, zonal head teacher, zonal in-service provider, school in-service provider or head teacher of a school within your zone, if your zone resource centre is providing the required services to teachers in terms of their professional development.

I would appreciate therefore, if you could give the answers to the questions reflecting the true picture of what is the case for your zone. I will treat everything you give as an answer with the highest confidentiality. I humbly request you to write the name of your zone and school on the questionnaire.

In advance, I thank you for your assistance and cooperation.

Yours Very Sincerely,

Ng'ambi M.R.

Student (UNZA)

Appendix 2

QUESTIONNAIRE FOR ZONAL HEAD TEACHERS AND ZONEIN-SERVICE COORDINATORS

Write your Position. Head / ZIC -----

Give the name of your school _____

Name of your zone ----- Name of the school where
the Zone Resource Centre is located-----

District _____

Does your zone have a zone committee? Yes/ No

How far is the nearest school from the zone centre? -----km

How far is the furthest school from the centre? _____km

How many teachers are at this zone centre school? -----

What is the total number of schools in this zone? -----

How many teachers are at each of the Schools within your Zone?

<u>Name of School</u>	<u>No. of Teachers</u>
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____

5. _____

6. _____

Total = -----

How many trained teachers are in the zone? -----and how many are
untrained? -----

Give the total number of community schools in your zone. -----

State whether they have both untrained volunteer teachers and government
trained teachers.

Do you organize meetings for teachers in your zone? -----

How many meetings did you organize for teachers of schools in your
zone?

In 2005 _____

In 2006 _____

In 2007, 1st Term? _____

What were these teachers' meetings all about? _____

Which subjects or programmes do you usually organize teachers' meetings?

How many meetings did you hold for school in-service coordinators?

In 2005? _____meetings

In 2006? -----meetings

In 2007 1st term? _____meetings

In what subjects or programmes did these meetings take place?

How long do these meetings usually last? 2-5 hours? One day? 2 -3 days?

Whenever you organize meetings for teachers or in-service coordinators, does the Centre provide meals? Yes/ No.

If the answer is yes, where does the centre get money for meals?

If the answer is No, what do the participants do if they are to stay on for a long time in the meeting over lunch, or over night?

Alternatively, are teachers paid meal / subsistence allowance by the Government each time they attend professional meetings at the centre?

(A) Yes (B) No (C) Sometimes they are paid

(Tick the appropriate answer)

Do schools or teachers contribute money for meals each time you organize meetings at the zone centre? Yes/No

If the answer is Yes, how often have teachers contributed towards their meals?

(A) Not Often; (B) Often; (C) Quite Often; (D) Very Often. (Tick what you think is suitable)

What kind of assistance does the centre get from the Government to enable it

to organize professional meetings for teachers? (A) Nothing

(B) Stationary/workshop materials (C) Funds (tick appropriate answer)

What assistance would you like the government to give your centre if it were to run teachers' professional activities very well and efficiently?

Generally, how is the teachers' attendance like each time teachers' meetings are held at the Zone Resource Centre?

(A) Very good; (B) good; (C) fair; (D) poor; (E) very poor

What type of the Zone Resource Centre structure (building) does your zone have?

(A) Newly built single structure (B) Rehabilitated classroom (C) Un rehabilitated

classroom.

In your opinion, what are the challenges that your zone centre faces when it comes to organizing teachers' professional meetings?

How does the zone solve some of its challenges to enable teachers hold their

Professional development meetings (i.e. zone in-service activities)?

In your opinion, why did the Zambian Government establish the Zone Resource Centres?

Do you think the Teachers' Zone Resource Centres are meeting the objectives of the

Zambian Government in terms of their use? In other words, do teachers use Zone Resource Centres adequately?

THE END. THANK YOU FOR YOUR HELP AND COOPERATION

Appendix 3

QUESTIONS FOR TEACHERS, SCHOOL IN-SERVICE PROVIDERS
AND CONSTITUENT HEAD TEACHERS OF SCHOOLS WITHIN THE SAMPLED
ZONES

Respondent's Position: Head teacher/ SIP / Teacher-----

Name of your school-----

Name of the Zone in which your school falls -----

At which school is your zone centre located? _____

State whether your Zone Resource Centre is a newly built and furnished structure, or it is a rehabilitated furnished classroom, or an ordinary pupils' classroom. -----

How far is your school from the zone centre? -----km

Is there a committee at a zone? -----Yes/No-----

Do you attend zone meetings? –Yes/ No-----

How many did you attend in 2005? ----- In 2006? -----

In first term of 2007? -----

What were these meetings all about? -----

Which subjects or programmes do you often attend the professional

meetings for at the zone resource centre?

How long do the teachers’ professional meetings take at Zone Resource Centre? (A) 1-5 hours (B) 5-8 hours (C) One day (D) 2 days

Does the Centre provide meals and workshop materials whenever teachers meet at the Centre? Yes/No.

If the answer is No, do teachers get meal or subsistence allowance each time they attend professional meetings at the Centre? Yes/No.

Alternatively, do teachers and schools contribute towards teachers’ meals and workshop materials? Yes/No.

If schools and teachers contribute money towards their meals and workshop materials, how often have they done it?

Generally, how is teachers’ attendance like at workshops/ meetings organized at the Centre? (A) Very good (B) Good (C) Fair (D) Poor (E) Very Poor

List some of the achievements that the Zone Resource Centres have scored since they were established

How do the professional meetings you attend at the Centre help you in your classroom performance? State -----

What should the Government do to improve the situation at the Zone Resource Centres?

What challenges do you face when attending meetings organized at the Teachers' Zone Resource Centre? List them.

Does the zone receive any assistance from the Government or the DEBS office, in terms of funds or materials?

(A) Materials? What kind of materials? -----

(B) Funds? -----

What other kind of assistance would you like your Centre to receive from the Government?

Why do you think the Zambian Government established Teachers' Zone Resource Centres?

Do you think these Zone Centres are serving their intended purpose? Explain

How can the Zone Centres be improved if teachers are to use them frequently for professional development meetings (zone in-service meetings?) give your suggestions

Is your zone centre a newly built and furnished structure? On the other hand, is it an old classroom that was rehabilitated for the purpose of teachers' professional meetings? Alternatively, do you use an ordinary classroom for teachers' professional development meetings?

Thank you very much for your cooperation, help and understanding

GUIDED ORAL INTERVIEW QUESTIONS FOR THE DISTRICT OFFICIALS
IN MBALA AND MPULUNGU DISTRICTS.

1. How many Teachers' Resource Centres are in your district?
2. Are there committees in these zones?
3. How often do these committees meet at the centre?
4. How many of these TRCs are built for the purpose of the Teachers' Zone Resource Centre activities?
5. Why do you think the Zambian Government decided to establish TRCs in the country? The establishment of TRCs, was it a valuable idea for teachers?
6. Which subjects or programmes do teachers mostly meet for at the centres?
7. In your view, do teachers use TRCs frequently and according to the Government policy? If they do not, what are the reasons?
8. What kind of assistance does your office give TRCs for teachers' professional meetings?
9. What challenges do teachers face in their attempt to use the TRCs?
10. How can the TRCs be improved if teachers were to use them frequently for their professional development meetings?