



READ TO SUCCEED

**INSTITUTIONAL IMPACT OF THE RESEARCH
COLLABORATION
BETWEEN
THE MINISTRY OF GENERAL EDUCATION
AND
HIGHER EDUCATION INSTITUTIONS IN
ZAMBIA**

Final Report

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Disclaimer

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FINAL REPORT

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ABBREVIATIONS AND ACRONYMS

CSO	–	Civil society Organisations
DfID	–	Department for International Development
GRZ	–	Government of the Republic of Zambia
HEIs	–	Higher education institutions
HERNet	–	Higher Education Research Network
HIV	–	Human immunodeficiency virus
JICA	–	Japan International Cooperation Agency
MOGE	–	Ministry of General Education
MOHE	–	Ministry of Higher Education
PTL	–	Provincial Team Leader
RCC	–	Research Coordination Committee
RTI	–	Research Triangle Institute
RTS	–	USAID Read to Succeed Project
SPLASH		USAID Schools Promoting Learning Achievement through Water, Sanitation, and Hygiene Project
STEP-Up	–	USAID Strengthening Educational Performance-Up Project
STS	–	School-to-School International
UNESCO	–	United Nations Educational, Scientific and Cultural Organization
UNICEF	–	United Nations Children’s Fund
UNILUS	–	University of Lusaka
UNZA	–	University of Zambia
USAID	–	United States Agency for International Development
ZAOU	–	Zambian Open University
ZESSTA	–	Zambia Education Sector Technical Assistance

EXECUTIVE SUMMARY

Read to Succeed (RTS) is a five-year early-grade reading improvement activity funded by the USAID and implemented by a Creative Associates International-led consortium (Research Triangle Institute – RTI, Plan International, School-to-School International [STS], University of Pittsburgh, O'Brien and Associates, and a number of local resource organizations) in partnership with the Government of the Republic of Zambia (GRZ) through its Ministry of General Education (MOGE).

One of the key components of the project has been research. To achieve it, RTS engaged MOGE and Higher Education Institutions (HEIs) to conduct research which generates information on gaps in the teaching and learning processes. Under the leadership of University of Pittsburgh, RTS worked with MOGE to establish the Research Coordination Committee (RCC) which was meant to champion the National Research Agenda, including the national research symposium. The RCC was appointed by the Permanent Secretary and later culminated into the development of By-laws for the operation of RCC as well as terms of reference for the NRS Organizing Committee. Further, the RTS Research Support Team deliberately worked with Higher Education Institutions (HEIs) to foster closer ties among themselves and government policy makers. Linked to the above was the internship program for student researchers which assisted and mentored students that were conducting studies as part of their university degree requirements.

It is against the above background that RTS intended to clearly document the approach used to engage MOGE and other stakeholders in its research activities and review its institutional impact since the beginning of the project to date. This paper identifies areas that have worked well, those that didn't, and highlights areas that can and should be strengthened when considering future programs.

In summary, this study reviews the institutional impact of the above interventions which laid out a clear structure for research coordination and experiences shared and to further recommend ways of enhancing research collaboration between the MOGE and Zambian HEIs for future consideration.

The major findings of the report include six key points. First, the RCC and the National Research Agenda were established initially to help coordinate research activities between MOGE and Zambian HEIs. While many of the activities initially set out were helpful, there were several obstacles that prevented them from succeeding as originally planned. Leadership strategies, meeting frequencies, prioritization, structural constraints and lack of initial funding, all played important roles in the ultimate outcomes realized with these two initiatives.

Second, there are several challenges highlighted that often prevent Zambia HEIs to being able to successfully collaborate on research activities with MOGE (and vice versa). Time is a big issue where senior government officials and planners often are overloaded and given sometimes competing assignments. Adding extra assignments—like trying to encourage collaboration with non-MOGE staff and personnel (e.g., faculty members conducting research at various HEIs), is often met with little success. This is often because the rewards structures are not set up to support these types of collaborations. Insufficient human and financial support will make it difficult for MOGE to sustain collaborative efforts in the long-term unless this issue is resolved.

Third, the Higher Education Research Network (HERNet) was established in 2013 and has since developed several activities that will be sustained well beyond the lifespan of the RTS Project. Chief among these activities include the *Excellence in Higher Education* Journal, visiting scholars exchanges and Pitt in Zambia Study Abroad Program, and the RTS Internship Program. Each of these highlights the strong partnerships and collaboration that have been developed over the past five years between the University of Pittsburgh, University of Zambia (UNZA), Copperbelt University (CBU), other Zambian HEIs, and MOGE. A final activity that is being planned for October 2016 is the Education Research Symposium. We anticipate this will be sustained on annual basis afterwards.

Fourth, in response to whether or not research being conducted at Zambian HEIs is contributing to policy making, the answer from respondents varied substantially. Many of those interviewed indicated **yes**, others **no** and some indicated **it depends**. The large finding from this point is that while there are connections that exist between MOGE, Ministry of Higher Education (MOHE), and Zambian HEIs, they are largely at the individual level (as compared to strategic institution-to-institution research initiatives). Much more can be done to improve use of research findings among actors in the education sector especially policy makers. Many individuals felt the re-establishment of the annual Education Research Symposium will be a key first step in helping to bridge this divide. If greater research network opportunities existed, greater synergies could be created.

When asked “what is the role of colleges of education in promoting classroom-based action research?” most respondents indicated that in theory they should play a huge role. But the reality is that they unfortunately don’t. The reasons for this lack of action research include: (1) lack of research skills, (2) lack of support and rewards structures, and (3) need for ongoing professional development training among teacher trainers and administrators of colleges of education/teacher training institutions.

The recent establishment of the Higher Education Authority (HEA) is a key fifth point that is noted in the findings. The HEA will play a central role to help the government establish and implement policy measures that can help to better institutionalize research initiatives at the local, provincial, and national levels. Much like the National Research Agenda was intended to play; the HEA will be able to provide a strategic vision for research activities that can and should be undertaken by MOGE, MOHE and Zambian HEIs.

Finally, both MOGE and MOHE should play leading roles in guiding the future collaboration of research development and support nationwide. Commitment of substantial resources will be required on a sustained basis. Civil society organizations and cooperating partners can continue to play an important role in this process, but they should only be from a supporting standpoint. CSOs and cooperating partners should help in terms of targeted capacity building that should provide support rather than leadership. Research agendas of CSOs and cooperating partners should be aligned to strategic initiatives outlined by MOGE and MOHE.

Zambian HEIs should also take a lead role in conducting quality research and in linking that research to the government needs. CSOs and cooperating partners can help support (and partner with, where appropriate) Zambian HEIs in this important role.

INTRODUCTION

The purpose of this study is to document the institutional impact of the research collaboration between the MOGE and Zambian Higher Education Institutions (HEIs) and recommend further actions to enhance research collaboration between MOGE and HEIs.

The following areas are included in this report. First, the research design, which includes the research methodology and work plan, and list of individuals consulted and/or interviewed. Next, the findings section is divided into the following five areas: (1) determine practical steps which can promote use of research findings in MOGE; (2) document optimal ways of engaging HEIs, including Colleges of Education to support their research efforts; (3) document lesson learned so that future programs are better informed; (4) determine ways of coordinating different researchers in the education sector; and (5) share findings with RTS Staff, USAID and other stakeholders with the intent of improving research collaboration between MOGE and Zambian HEIs in the future. Finally, a conclusion and recommendations section is provided which highlight strengths, challenges and areas for suggested improvement.

Multiple drafts of this report were prepared according to the approved scope of work; including an initial draft report that was presented to RTS Staff on 29 April 2016 (Appendix 2 provides a copy of this Power Point Presentation). Based on feedback provided at the presentation, a final draft report was completed on 14 May 2016.

RESEARCH DESIGN

Research Methodology

The purpose of this study is to document the institutional impact of the research collaboration between the MOGE and Zambian HEIs and recommend further actions to enhance research collaboration between MOGE and ZHEIs. The research methodology include archival and content analysis of existing materials and documentation RTS Zambia made available for this study, including completed research study reports, quarterly and/or annual reports, and other published materials produced or available related to the RTS Project. A series of in-depth, qualitative interviews were also conducted by the author to help inform the data and include a list of participants from RTS, MOGE, the MOHE, RTS Interns, Cooperating Partners, HEI leaders, and other key stakeholders (see Appendix A for a list of people interviewed and or consulted in support of this report).

All materials were analyzed via the most appropriate methods, including qualitative analysis using NVivo qualitative analysis software, and where/if appropriate quantitative analysis on data that may be obtained through materials provided from RTS to Dr. Jacob.

Key questions that helped guide this report and which were asked of many of those interviewed include, but were not be limited to the following:

1. What did RTS achieve in respect of promoting the National Research Agenda for education?
2. What challenges did RTS face in the implementation of research activities with MOGE?
3. What were the pros and cons of the Higher Education Research Network?
4. Does the research generated by universities feed into policy making?
5. What policy measures should MOGE take to institutionalize research activities?
6. What can civil society and partners practically do to support MOGE with evidence-based decision making?
7. What is the role of Colleges of Education in promoting classroom-based action research?
8. What can practically be done to improve use of research findings among actors in the education sector especially policy makers?
9. What lessons can be drawn for future programming?

Work Plan

The work plan included a series of in-depth oral interviews, which were conducted by the author in Zambia from 19-30 April 2016. It also includes substantial time drafting the initial report and preparing a professional presentation on the report, which was presented on 29 April 2016 to RTS Staff to the author's departure on 30 April 2016. The final draft of this report was submitted to RTS on 14 May 2016.

FINDINGS

This section provides general findings from institutional impact of the research collaboration between RTS, HEIs and MOGE. The findings directly respond to the key questions which helped guide this study and are organized based on past accomplishments, challenges and several sustainable initiatives that have arisen out of this collaboration effort.

1. Research Coordination Committee and the National Research Agenda

The RTS Research Support Team helped organize the meeting of the Research Coordination Committee (RCC) on Wednesday, 15 May 2013. The RCC continued to function on an occasional basis over the next couple of years, with at best irregular meetings. One of the key areas of the RCC was to develop a ministry-wide Research Agenda and establish initial operational rules and procedures for the RCC. Where initial research areas were identified through discussion and shared consensus among attendees, leadership, structural and budgetary constraints combined to bring the RCC to a halt.

When asked what led the RCC to come to a halt over the past few years, several prominent issues were raised. Most prominent were in reference to leadership, structural constraints, and budgetary limits within MOGE. When the RCC was initially organized, two leaders were promoted as co-chairpersons of the committee. The first was Lancelot Mutale of MOGE and the second was Chitanda Rhodwell of RTS. While both expressed commitment initially, it soon became apparent that there were some noted drawbacks in this leadership model. Initially meetings were held on a more regular basis, and somewhat tapered off over time until the RCC simply came to a halt and discontinued its meetings until periodic visits from the University of Pittsburgh team. But the one-to-two visits per year by the University of Pittsburgh team were simply not enough times to meet in person to see any sustained momentum within the committee. An ideal leadership model is one that has the government taking the lead, with Zambian HEIs, cooperating partners and CSOs participating in a supportive role.

Structural constraints also played a role in the RCC stalemate. Several people interviewed expressed an obvious disconnect between those within the Directorate of Planning and Information and other directorates within MOGE. Where the Directorate of Planning and Information were primarily focused on macro issues at the national level, there were obvious needs at the school, district and provincial levels that required the attention of the ministry's research efforts. This structural disconnect existed at the beginning and, while much has been done to help bridge this gap, more needs to be done on a sustained basis.

Finally, when we began our organizing efforts to establish the RCC and have it become an effective and functioning unit with MOGE, there were no allocated funds toward research activities such as an annual education research symposium. The first two years was a struggle to strive to have MOGE include a specific amount of funds to help lead this key event. This has changed in recent years, but it has taken time. As of April 2016, the MOGE has allocated funding specific for the Education Research Symposium to be held in October 2016. This type of government financial commitment is a required component to sustain RCC activities in the future.

2. Challenges in Implementing Research Activities with MOGE

First-hand experiences and interactions RTS had with MOGE in terms of research were generally very positive. Because since RTS is well networked with the ministry, there were very few notable drawbacks in having MOGE approve, support and work closely with RTS team members where/as needed on project-sponsored research initiatives. RTS is well connected on the ground in the six provinces they are working in (Eastern, Luapula, Muchinga, Northern, Northwestern and Western), which often created a very positive working relationship on the ground with school, district and province-level support from MOGE. RTS Provincial Team Leaders (PTLs) also noted that geographic distances sometimes posed challenges in collecting data. They also noted that in some instances teachers shared more of what they thought the researchers were seeking rather than objective responses.

Attempts to have the government take a lead role in coordinating a national RCC and Research Agenda proved very challenging. Some of the constraints that were highlighted by interviewees include the fact that key government officials with research oversight and leadership roles are generally overloaded with responsibilities and often with competing assignments. They are also often understaffed to help them accomplish the many responsibilities assigned. Perhaps most notable are the three areas identified previously—establishing key leadership figures and having the government take the lead, structural constraints and an allocated budget in support of research activities. Without these three ingredients, it will remain an ongoing challenge for the RCC to ever fully materialize.

Several interviewees noted that while there was a large amount of local and national government support on behalf of RTS research initiatives, the limited human and financial resources of local MOGE officials create a scenario that will be difficult for MOGE to continue on their own. This is unfortunate because it is a real need, but the constraints are real issues that are an ongoing battle the government will have to deal with and plan for on a long-term basis.¹

3. The Higher Education Research Network (HERNet)

Established in 2013, the Higher Education Research Network (HERNet) has seen many positive achievements over the past four years. Several of these achievements will continue well beyond the relatively short lifespan of the RTS Project. Most notable among these achievements include partnerships that have been established between the University of Pittsburgh and the University of Zambia (UNZA), Zambian Open University (ZOU), University of Lusaka (UNILUS), Chreso University, Copperbelt University (CBU), and Nkrumah University.

¹ One person interviewed mentioned that in the Zambian context, it is important to provide a budget for participation of extra events. Often MOGE officials and planners view activities that engage Zambia HEIs outside of their normal activities and assignments. As such, this individual recommended that projects hoping to create greater collaboration could provide at the minimum per diem and transportation allowances to cover the costs of MOGE, MOHE, and Zambia HEI participants. This strategy will ensure greater participation. “No Zambian professional will have enthusiasm to meet to discuss research topics without any pecuniary interest,” he suggested.

Educational Research Symposium 2016

HERNet members are largely responsible for working closely with MOGE and MOHE in laying the groundwork for the Education Research Symposium, which is scheduled in October 2016. This event is led by MOGE and MOHE and is co-sponsored by most major HERNet members. It is a huge need in establishing a link between the research activities of the major HEIs in Zambia and the two education ministries. The Higher Education Authority is also heavily involved in this effort and will play a key role in coming years in providing guidance and accreditation to all HEIs within the country. The HEA has expressed interest to participate in the Educational Research Symposium 2016.

University of Zambia MOU

As a bi-product of the RTS effort in Zambia, the University of Pittsburgh and UNZA established a five-year MOU from 2013-2018. Several activities have already materialized from this MOU, including the establishment of ongoing research initiatives between faculty members from both universities, and student and faculty exchange opportunities. The first Pitt in Zambia Study Abroad Program was established in 2014 and was co-sponsored by UNZA. This initial study abroad program received support from RTS, as University of Pittsburgh doctoral students helped support the ongoing research activities of our Research Support Team during the tenure of their stay.

While an attempt was made to have this study abroad program in 2015 and 2016, no support was provided by RTS. The University of Pittsburgh and UNZA plan to continue this program in 2017 and beyond when the RTS Project has concluded. We anticipate this program will have long-term synergy opportunities that will spawn many research initiatives, including additional linkages between UNZA, MOGE and MOHE. Among the research initiatives already identified for the 2017 cohort of participants will include drafting the first strategic plan for UNZA's School of Education and also assisting MOHE in its drafting the first strategic plan for the Higher Education Authority. Additional research partnerships will continue between the University of Pittsburgh, UNZA and MOGE in HIV/AIDS prevention, capacity building and teacher training efforts.

Excellence in Higher Education Journal

Another sustained partnership that has materialized from HERNet includes the co-sponsorship of the *Excellence in Higher Education* international journal, which focuses on exceptional scholarship in all areas of higher education management and research. This journal is housed at the University of Pittsburgh and through the strong relationships established between the University of Pittsburgh and several HERNet-member HEIs in Zambia throughout the duration of the RTS Project, there have been several publications which have resulted and that are scheduled for publication later this year.

Among the areas that the journal will include in the Zambian HERNet include two special issues of research initiatives conducted by scholars from HERNet member institutions in Zambia and a forthcoming special issue in December 2016 in support of the best papers that will be presented at the Education Research Symposium 2016. Articles in the special issues focus on several of the following topics: (1) curriculum; (2) higher education management and accreditation; (3) HIV education; (4) education leadership; (5) literacy and early-grade

reading; (6) open and distance e-learning (ODEL); and (7) science, technology and innovation. Several faculty members from HERNet member institutions serve on the editorial board of the journal, which are positions they will hold well beyond March 2017.

Visiting Scholars and Pitt in Zambia Study Abroad Programs

Also based on the strong relationship that developed over the past five years between the University of Pittsburgh, UNZA and Copperbelt University faculty members and administrators, HERNet also established a visiting scholars program that will provide funding opportunities for graduate students and faculty members from UNZA and the Copperbelt University to study at the University of Pittsburgh. These visiting scholars will be able to study on research areas directly aligned with faculty members at the University of Pittsburgh and last for a period of 3-12 months. Again, this is an area that will span well beyond the lifespan of the RTS Project.

In addition, the University of Pittsburgh piloted a successful study abroad program in June and July 2014. During this time, four members from the University of Pittsburgh came to Zambia for 3-8-week study abroad experiences. It was here that they helped move forward multiple RTS research studies, including *The Influence of Head Teachers on Improving Reading in Zambian Primary Schools* (Jacob, et al. 2014) and the *Formative Assessment of Teenage Pregnancy in Zambian Primary Schools* (Mwansa, et al. 2015). The next planned Pitt in Zambia Study Abroad Program is scheduled to take place for a two-month period between May and August 2017.

RTS Internship Program

A final example of the networking success of HERNet is the RTS Internship Program that was developed by RTS with support from the University of Pittsburgh and administered largely by RTS staff in country and among several HERNet member institutions. To date 53 individuals have participated in this program, who come from one of eight HEIs and one from the Peace Corps. These interns helped in a variety of capacities, including with administrative, coordination and research studies associated with RTS. Appendix 3 provides a list of the 53 interns who have completed their internship assignments or who are actively engaged at the present. Talks are underway between the University of Pittsburgh and UNZA to look at ways they can help continue and sustain this effective internship program beyond the RTS Project, especially through the Pitt in Zambia Study Abroad Program as well as through joint research opportunities between both universities.

4. Does Research Generated by Zambian HEIs Feed Into Policy Making?

Respondents provided a spectrum of answers when posed this question. The vast majority of respondents did not hesitate to say “Yes, they do contribute.” But they were also quick to add that much more needs to be done to help link Zambian HEIs with MOGE and MOHE. One respondent indicated, “It really depends on the situation, persons involved, and the context.”

Many individual efforts are ongoing and provide positive pockets of collaboration between the two ministries of education and Zambian HEIs. But in most cases these research efforts are not institutionalized. They are at best on an individual or small-group basis. For instance, you have many personnel who current work in MOGE and MOHE who once attended, and in some cases taught at a College of Education, UNZA or another HEI. These instances

highlight the organic connections and networks that exist between the ministries and Zambian HEIs. But there remains a significant disconnect that often creates an unnecessary duplication of research activities. It also prevents those who are engaged in similar activities from being able to network together and leverage others' strengths in their research activities. With already limited research resources (e.g. human and financial resources), there is a huge need for bridging divides rather than creating them.

When asked "What is the role of Colleges of Education in promoting classroom-based action research?" Most respondents indicated that in theory they should play a huge role. But the reality is that they unfortunately don't. While some individuals are conducting quality research activities from within the Colleges of Education, it is on a rare and often individual basis rather than an institutional one. Most respondents felt that administrators and teacher trainers within Colleges of Education do not have the training and skills necessary to conduct quality research activities. In addition, most respondents felt Colleges of Education staff members are largely focused on teaching efforts and not focused on research. There is not a structural mechanism in place that rewards research activities within colleges of education. A final critique is that most teacher trainers are too busy with teaching and mentoring assignments to conduct additional work (e.g., research) outside of their formal assignments.

Much more can be done to improve use of research findings among actors in the education sector, especially policy makers. Many individuals felt the re-establishment of the annual Education Research Symposium will be a key first step in helping to bridge this divide. If MOGE and MOHE take the lead in this annual symposium, it will bode well in providing a foundation whereby other activities could inevitably follow.

5. Policy Measures MOGE Should Take to Better Institutionalize Research Activities

Efforts should be made to support the ministries in their leadership roles in setting a national research agenda and establishing avenues to showcase and disseminate research findings. The government should also make a more conscientious effort to get teachers, administrators and students engaged in research. Too often there are policies established, without sufficient training at the local levels for implementation. Partnering with international publishers to help co-sponsor the annual Education Research Symposia will be an important step. The establishment of the Higher Education Authority is an important step as well that needs to be taken in laying the policy ground work for accreditation, quality assurance and standards.

The Higher Education Authority will play a central role to help the government establish and implement policy measures that can help to better institutionalize research initiatives at the local, provincial, and national levels. Much like the National Research Agenda was intended to play; the Higher Education Authority will be able to provide a strategic vision for research activities that can and should be undertaken by MOGE, MOHE and Zambian HEIs.

6. Role Civil Society and Cooperating Partners Play in Supporting MOGE

While CSOs and Cooperating Partners should be present, they should not take a lead role in national research agenda setting. This leadership role must be taken up by the government, at least in setting targeted priorities. Several respondents also noted the need to have government-sponsored research topics come from the school, district and ground levels rather than only at the national and provincial levels. These priorities should be aligned to the strategic plans of MOGE and MOHE. Zambian HEIs should also take a lead role in providing

quality research in support of established strategic areas of focus. Dissemination of strategic plans to alert researchers of what government priorities are is an important good governance step. Follow-up and linkages can then be built by faculty members from the many higher education institutional types that exist in Zambia.

CSOs and cooperating partners can then help support various target areas that are prioritized by the government. Early-grade reading remains a key focus in Zambia and should continue to be prioritized among CSOs and cooperating partners. In this way, the current USAID-funded projects related to early-grade reading initiatives (RTS, STEP-Up, Time to Learn and SPLASH) can serve as stepping stones in a key priority area. More research is needed in these areas. Close coordination with both MOGE and MOHE will be needed for sustained success in establishing research networks beyond those that currently exist.

CONCLUSION AND RECOMMENDATIONS

Many lessons can be drawn from the research activities conducted by RTS and its Research Support Team. First, there have been many successes that can be built upon. Studies conducted with the support of MOGE on HIV Education, Teacher Training Initiatives, Teenage Pregnancies among Primary School Students, and optimal leadership styles are all examples (Jacob, Mbewe, et al. 2014; Jacob, Anthony, et al. 2014; Mwansa and Jacob 2015).

The establishment of HERNet highlights many of the partnership initiatives between the University of Pittsburgh, Zambian HEIs, MOGE and MOHE that will remain intact way beyond the relatively short lifespan of the RTS Project. Chief among these sustainable initiatives include the Pitt in Zambia Study Abroad Program, Visiting Scholars Program and the co-sponsored journal of *Excellence in Higher Education*. The annual Education Research Symposium is scheduled to take place in October 2016 while Dr. Jacob is scheduled to return to Zambia in July to work closely with MOGE, MOHE and Zambian HEIs to help finalize plans for this symposium. It is anticipated that the symposium will be sustained afterwards on an annual basis.

Second, the government of Zambia should set research priority areas and disseminate this strategic direction through the four principles of good governance: (1) information flow, (2) coordination, (3) transparency and (4) accountability (Sutin and Jacob 2016). These principles are essential in order to build bridges between the two ministries of education and Zambian HEIs.

Third, quality professional development training initiatives that focus on continual learning, research skills and action-based research initiatives will help benefit administrators and teacher trainers at the many colleges of education. Such skills are in many cases non-existent. In the few instances where they exist, it is usually where individuals are conducting research on their own or within a small network. Implementing quality professional development training opportunities will create a cadre of trained and continual leader/teacher learners which will eventually spread throughout the education sector. Much more needs to be done to institutionalize research initiatives that are based on strategic plans at all levels, (e.g. institution-wide, at the school level, etc). These strategic plans should be three-to-five years in length and include annual action/implementation plans that are costed based on actual budgets (Osewe 2009; Sutin and Jacob 2016).

Finally, countless research studies indicate how important it is to provide space for HEIs to function with great areas of autonomy. This space creates an atmosphere for innovative research (Jacob et al. 2015). Too often government policies hinder, and in some cases stifle innovative research opportunities in HEIs. Supportive policies can help provide an enabling environment toward greater creativity, network building and linkages that are necessary for sustained partnerships in research endeavors.

HERNet is one example of an innovative partnership that was established under the RTS Project and will last well beyond the five-year project. This and other research initiatives should be supported way into the future if Zambia is to realize its full potential in better linking the research needs of the government with HEIs, CSOs and cooperating partners.

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APPENDICES

Appendix 1: List of People Interviewed and/or Consulted for This Report

Name	Title	Organization	Date(s)
1. Tassew Zewdie	Chief of Party	RTS	Apr 19, 2016
2. Chitanda Rhodwell	Director, Monitoring, Evaluation & Research	RTS	Apr 19, 2016
3. Barbara Banguna	Monitoring, Evaluation, & Research Officer	RTS	Apr 19, 2016
4. Peter C. Manchishi	Deputy Director of Research	UNZA	Apr 19, 2016
5. Oswell C. Chakulimba	Dean, School of Education	UNZA	Apr 19, 20, 27, & 28
6. Harrison Daka	HIV Coordinator and Lecturer	UNZA	Apr 19, 20, 25
7. Simeon Mbewe	Chair, Dept. of Math. & Science	UNZA	Apr 19, 20, 28
8. Lawrence Mwelwa	Director of Corporate Services	Chreso University	Apr 19, 27
9. Dr. Rodrick Sakamba	Dean/Director, BHM	Chreso University	Apr 19, 2016
10. Charity Banda	HIV Coordinator	MOGE	Apr 19, 20, 25
11. Joe Kanyika	Deputy Director	Zambia Education Sector TA (ZESSTA)	Apr 19, 21
12. Maureen Kasakula	RTS Intern, Teacher	UNZA	Apr 19, 28
13. Ruth Nswana	Former RTS Intern		Apr 19, 2016
14. Barbara Chanda	Former RTS Intern		Apr 19, 2016
15. Choopa Mapenzi	Former RTS Intern		Apr 19, 2016
16. Voster Mashilipa	Former RTS Intern		Apr 19, 2016
17. Rose Kasonde	Former RTS Intern		Apr 19, 2016
18. Maria Ngoma	Former RTS Intern		Apr 19, 2016
19. Audrey Mwansa	Consultant	ZESSTA	Apr 20, 21
20. Daniel Bowasi	Dean, School of Education, Social Sciences and Technology	UNILUS	Apr 20, 21
21. Lancelot Mutale	Principal Planning Officer	MOGE	Apr 20, 21
22. Stephen Zimba	Senior Planning Officer, Policy & Research	MOGE	Apr 20, 21, 22, 25, & 29
23. Binta Bah-Chuunga	Planning Off., Policy & Research	MOGE	Apr 20, 21, 22, 25, & 29
24. Nkhuluta Nyirongo	Planning Off., Policy & Research	MOGE	Apr 20, 2016
25. Tanya Zebroff	Education Advisor	DfID	Apr 20, 2016
26. Joshua Muskin	Nonresident Senior Fellow	Brookings and ZESSTA	Apr 20, 2016
27. Andrew Snowden	Director	Snowden HR and ZESSTA	Apr 20, 2016
28. Stephen Simukanga	Director General	HEA	Apr 20, 27
29. Munamukuni Shandele	Provincial Team Leader (PTL)	RTS	Apr 20, 2016
30. Mukelabai Simbuwa	Planning Off., Policy & Research	MOGE	Apr 21, 2016
31. Lilla Oliver	Senior Lecturer/International Development Specialist	Univ of Wolverhampton and ZESSTA	Apr 21, 2016
32. Yoshie Hama	Education Policy Officer	JICA	Apr 21, 2016
33. Pinalo Chifwanakeni	Vice Chancellor	UNILUS	Apr 21, 2016
34. Lee Kambanikwaoh	PTL, Northern Province	RTS	Apr 21, 2016
35. Rebecca Frischkorn	Research and Evaluation Specialist	TTL	Apr 22, 2016
36. John Chileshe	Sr Consultant, Education Sector	JICA	Apr 22, 2016
37. Naison Ngoma	Vice Chancellor	CBU	Apr 22, 2016
38. Fanwell Musonda	Bursar	CBU	Apr 22, 2016
39. Owen Mugemezulu	Permanent Secretary	MOHE	Apr 22, 2016

Name	Title	Organization	Date(s)
40. David Ndopu	Director, Planning & Development	MOHE	Apr 22, 27
41. Dennis Banda	Associate Dean, School of Educ.	UNZA	Apr 22, 26, 28
42. Olusegun A. Yerokun	Deputy Vice Chancellor	ZAOU	Apr 25, 2016
43. Daniel Mpolomoka	Lecturer/Researcher/Consultant	ZAOU	Apr 25, 2016
44. Muface Musonda	Vice Chancellor	ZAOU	Apr 25, 2016
45. Kondwani Muteleksha	Senior Planner	MOHE	Apr 26, 2016
46. Getrude Mweetwa	Interim Secretary	HEA	Apr 26, 2016
47. Eustarckio Kazonga	Administrator	UNILUS	Apr 26, 2016
48. Winnie Mulongo-Luhana	Director, Strategic Planning Unit	UNZA	Apr 26, 2016
49. Munyongo Lumba	Policy and Research Advisor	STEP-Up – Zambia	Apr 27, 2016
50. Justin Lupele	Chief of Party	STEP-Up – Zambia	Apr 27, 2016
51. John Luangala	Senior Lecturer	UNZA	Apr 28, 2016
52. Gift Masaiti	Senior Lecturer	UNZA	Apr 28, 2016
53. Innocent Mutale Mulenga	Senior Lecturer	UNZA	Apr 28, 2016
54. Bibian Kalinda	Senior Lecturer	UNZA	Apr 28, 2016
55. Eunifridah Simuyaba	Senior Lecturer	UNZA	Apr 28, 2016
56. Mweemba Liberty	Senior Lecturer	UNZA	Apr 28, 2016
57. Cosmas Mukobe	PTL/Teacher Ed Specialist – Luapula RTS		Apr 29, 2016
58. William Kapambwe	Performance Monitoring Advisor	RTS	Apr 30, 2016

Appendix 2: List of RTS Interns

No	Project Year	First Name	Last name	Sex	Provinces and Districts worked from	Institution	Education Level	Nature of Assignment
1	2012	Kalunga C.	Nakazwe	F	Northern (RTS Kasama Office)	University of Zambia	Undergraduate	Baseline survey data collection
2	2012	Chibuye	Changwe	M	Northern (Mungwi and Mporokoso)	University of Zambia	Undergraduate	Baseline survey data collection
3	2012	Kyalubingu	Kamenga	F	North Western (Solwezi)	University of Zambia	Undergraduate	Baseline and Midline data collection
4	2012	Kyungupengu	Patience	F	North Western (Solwezi)	University of Zambia	Undergraduate	Baseline survey data collection
5	2012	Francis	Mulozela	M	North Western (Mufumbwe)	University of Zambia	Undergraduate	Baseline and Midline data collection
6	2012	Namakau	Samate	F	Western (Mongu)	University of Zambia	Undergraduate	Baseline and Midline data collection
7	2012	Nguzi	Mtongo	F	Western (Sesheke)	University of Zambia	Undergraduate	Baseline and Midline data collection
8	2012	Wiza	Nkonjera	M	Luapula (Mansa and Mwense)	University of Zambia	Undergraduate	Baseline survey data collection
9	2012	Thandiwe	Mumba	F	Luapula (Mansa and Mwense)	University of Zambia	Undergraduate	Baseline survey data collection
10	2012	Tamara	Nundwe	F	Eastern (Chipata)	University of Zambia	Undergraduate	Baseline survey data collection
11	2012	Mapenzi	Choopa	M	Eastern (Chipata)	University of Zambia	Undergraduate	Baseline and Midline data collection
12	2012	John	Mwiinga	M	Eastern (Lundazi)	University of Zambia	Undergraduate	Baseline survey data collection
13	2012	Nchimunya	Muyabe	F	Eastern (Lundazi)	University of Zambia	Undergraduate	Baseline and Midline data collection
14	2012	Pride	Namweene	M	Muchinga (Chinsali & Mwense)	University of Zambia	Undergraduate	Baseline and Midline data collection
15	2012	Voster	Mashilipa	M	Muchinga (Chinsali & Mwense)	University of Zambia	Undergraduate	Baseline survey data collection
16	2012	Maggie	Katongo	F	Northern and Luapula	University of Zambia	Undergraduate	Baseline and Midline data collection
17	2013	Felix M	Chilufya	M	Lusaka Urban & Chinsali Rural	University of Zambia	Postgraduate	Internship Program
18	2013	Mariah	Ngoma	F	RTS H/Q	University of Zambia	Undergraduate	Internship Program
19	2013	Precious	Hambotu	F	RTS Western (Mongu)	University of Zambia	Undergraduate	Baseline Survey data collection and later Internship Program
20	2013	Lord	Mbambu	M	Lusaka	University of Pittsburgh	Undergraduate	HIV Education, Head Teacher, and Pitt in Zambia Study Abroad
21	2014	Paul	Muzungu	M	North Western (Solwezi and Mufumbwe)	Copperbelt University		Midline survey data collection
22	2014	Charles	Lukama	M	North Western (Solwezi and	Copperbelt University		Midline survey data collection

No	Project Year	First Name	Last name	Sex	Provinces and Districts worked from	Institution	Education Level	Nature of Assignment
					Mufumbwe)			
23	2014	Emison	Musonda	M	Muchinga (Chinsali, Isoka & Mpika	University of Zambia	Postgraduate	Midline survey data collection
24	2014	Kasonde Rose	Syakalima	F	Northern (Mungwi and Mporokoso)	University of Zambia	Undergraduate	Midline survey data collection
25	2014	Chalwe	Mulima	F	Luapula (Mansa and Mwense)	University of Zambia	Undergraduate	Midline survey data collection
26	2014	Munalula	Sekeleti	F	Western (Mongu)	University of Zambia	Undergraduate	Midline survey data collection
27	2014	Ruth	Nswana	F	Eastern (Lundazi)	University of Zambia	Undergraduate	Lusaka and Midline survey data collection
28	2014	Musandi	Lisulo	F	Western (Sesheke)	University of Zambia	Undergraduate	Midline survey data collection
29	2014	Resta	Khombe	F	Eastern (Chipata)	University of Zambia	Undergraduate	Lusaka and Midline survey data collection
30	2014	Barbara	Chanda	F	Luapula (Mansa and Mwense)	University of Zambia	Undergraduate	Lusaka and Midline survey data collection
31	2014	Gilbert	Mokola	M	Eastern (Chipata)	Chipata College of Education	Undergraduate	Internship Program
32	2014	Stephanie	Pena	F	Luapula (Mansa)	Peace Corp	Peace Corp	Internship Program
33	2014	Belinda	Pellser	F	Western (Mongu)	University of Zambia	Postgraduate	Internship Program
34	2014	Mable	Mumbi	F	Muchinga (Chinsali)	Lusaka Business & Technical College	Undergraduate	Internship Program
35	2014	Thelma	Mungomba	F	Northern (RTS Kasama Office)	University of Zambia	Undergraduate	Midline survey data collection
36	2014	Walace	Sanga	M	Eastern (Chipata)	Chipata College of Education	College	Internship Program
37	2014	Chikondi	Mkonda	F	Lusaka	University of Zambia	Undergraduate	Internship Program
38	2014	Titamenji	Chulu	F	Lusaka	University of Zambia	Undergraduate	Internship Program
39	2014	Gregory	Mofu	M	Lusaka	University of Zambia	Undergraduate	Internship Program
40	2014	Aaron	Anthony	M	Lusaka and Eastern	University of Pittsburgh	Doctoral	Pitt in Zambia Study Abroad Program, Head Teacher, and Teenage Pregnancy
41	2014	Hillary	Warner	F	Lusaka and Northern	University of Pittsburgh	Doctoral	Pitt in Zambia Study Abroad Program, Head Teacher, and Teenage Pregnancy
42	2015	Martha	Matani	F	Northern (Mungwi and Mporokoso)	University of Zambia	Undergraduate	Internship Program
43	2016	Mwiza	Chilufya	F	Eastern (Chipata)	Chipata Adult Education	College	Internship Program

No	Project Year	First Name	Last name	Sex	Provinces and Districts worked from	Institution	Education Level	Nature of Assignment
44	2016	Lufeyo	Zimba	M	Eastern (Chipata)	Chipata College of Education	College	Internship Program
45	2016	Ernesto	Lupiya	M	N/western (Solwezi)	CBU	Undergraduate	Internship Program
46	2016	Anayawa	Sililo	F	Northern (Kasama)	Evelyn Hone College	College	Internship Program
47	2016	Mweya	Chalwe	F	Muchinga (Chinsali)	University of Zambia	Undergraduate	Internship Program
48	2016	Wiser	Sikazwe Chansa	F	Muchinga (Chinsali)	University of Zambia	Undergraduate	Internship Program
49	2016	Wabei	Lisimba	M	Western (Mongu)	University of Zambia	Undergraduate	Internship Program
50	2016	Nathan	Nyambe	M	Luapula (Mansa)	University of Zambia	Undergraduate	Internship Program

Appendix 3: Power Point Presentation Given on 29 April 2016

See attached PDF of the presentation.

