Zambia Knowledge Centre

**Topic:** Highlights of the think tank meeting  
**Authors:** Lukonga Lindunda  
Bart Cornille  
**Date:** 8th April 2011  
**Issue:** 1

1. **Objectives of the think tank meeting**
   - To establish a think tank group on the Zambia Knowledge Centre
   - To explain the concept of the Zambia Knowledge Centre
   - To determine the medium for the Zambia Knowledge Centre
   - To lay the foundations of a plan to set up the Zambia Knowledge Centre and present it to MoE

2. **Programme**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Presenter</th>
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<tbody>
<tr>
<td>8:30</td>
<td>Introduction</td>
<td>Bart Rombaut</td>
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</table>
| 8:45  | Research: ICT integration in Zambia                                      | Lemmy Kangwa    
Lyson Chikunduzi |
| 9:45  | Activity: Top 10 ICT tools in Zambia                                     | Bart Cornille   |
| 10:15 | Break                                                                    |                 |
| 10:30 | Think tank: What is a knowledge centre? What are the tools for a knowledge centre? What are the structures to set up a knowledge centre in Zambia? | Bart Cornille   |
| 12:45 | Lunch                                                                    |                 |
| 14:00 | Think tank: How to set up a Zambian knowledge centre?                    | Lukonga Lindunda 
Bart Cornille   |
| 15:15 | Break                                                                    |                 |
| 15:30 | Activity: Knowledge in local Zambian languages                           | Lukonga Lindunda |
| 16:30 | Closure                                                                  |                 |

3. **Introduction**

   Bart Rombaut, the new VVOB PM, formally opened the meeting. Since the think tank meeting was a first of its kind, the members were also asked to introduce themselves: Lecturers and vice principals from Kitwe, Kasama and Malcolm Moffat, resource centre coordinators from Kabwe and Serenge, PEO Lusaka/Kabwe and members of the Zambia Library Service. (See detailed attendance list in appendix)
4. Research: ICT integration in Zambia

The researcher was introduced by means of a video recording of him teaching with a clip of the Khan academy (http://www.khanacademy.org) at NISTCOL, a proof of how ICT integration in education can work in Zambia. Then the researcher, Lemmy Kangwa, presented his research findings on ICT integration in the teaching process. (See presentation in appendix) The background of the study was given and some history of ICT development in Zambia. Computer to staff/student ratio were discussed at length. After the problem statement, the purpose and objectives of the study were shared. An overview was given on the role of ICT in the teaching process and the factors that influence it. Conclusions and recommendations were discussed including:

- The absence of an approved policy on ICT in education by MOE and lack of clear curriculum does not motivate many lecturers to integrate ICTs in their teaching. MOE should put in place a policy on ICT in education with a clear curriculum for CEs.
- Lectures need to be trained on effective use of ICT in education; introduction of a course on ICT in education with emphasis on subject integration for teacher educators.
- Lecturers in CEs embracing ICTs in their teaching, should not just end at using PowerPoint presentations, but should explore other effective and interactive ways of integrating ICT in their teaching process.
- The mobile phone, which is owned by majority of the students, should be frequently used effectively as an ICT tool for educational purposes. For instance, an audio lesson can be recorded and uploaded on a mobile phone and be exported in MP3 format which student can listen to instead of just always listening to music.
- There should be networking between colleges that can promote exchange of information to enhance the teaching/learning process.
- MOE HQ, provincial, district offices and CEs should have websites with updated information.

As a conclusion it was said that the think tank could play an advocacy role towards the MoE. The think tank hopes it can play an active role in realizing the recommendations made in the research of Lemmy Kangwa.

Lyson Chikunduzi then showed a video clip of an interview with the Head Teacher of Makululu Basic Community school on her vision and challenges of ICT integration in education. It was said that a similar approach to research on ICT integration in the teaching process at (community) schools will be undertaken. This will allow for comparative analyses between the colleges and schools involved in the VVOB programme. (M&E plan)
5. Activity: Top 5 ICT tools in Zambia

One of the activities was to ask the members of the think tank which ICT tools they mostly used. In the word cloud below at least 5 tools seemed to be very popular. (A word cloud counts how many times a word appears and enlarges it accordingly) These tools include the search engine Google, the presentation tool PowerPoint, the communication tool Yahoo email, the social network Facebook and last but not least the cell phone as the object mostly used to communicate.

The word cloud guides us on how to effectively community within the Zambian network. The think tank will set up a Facebook group (next to email) to communicate with the members.

6. Think tank presentation

Bart Cornille gave a presentation on the Zambia Knowledge Centre based upon research undertaken in January 2011 (See http://grmbler.wordpress.com). The content of the PowerPoint presentation covered 3 areas (See appendix):

- Showcase what it means to be a networked teacher/person
- Explain the leap frog approach behind the Knowledge Centre concept
- Explain the new VVOB Zambia strategy: www.zambiaknowledgecentre.org

In fact, the new strategy was developed based upon research stating that Africa should address the knowledge deficit taking the following into consideration:
• To acquire knowledge developed elsewhere rather than “reinvent the wheel”
• The creation of knowledge locally including tapping into indigenous knowledge resources
• Build the capacity of the population to absorb and apply knowledge through education
• Create a capacity to communicate knowledge throughout the country with the new technologies

The new strategy hopes to address the above through the development of an educational portal called the Zambia Knowledge Centre. It that will be made accessible (Online-Offline) from the Knowledge Centre at Zambia Library Service in Lusaka, to all Colleges of Education and Teacher Resource Centres part of this experiment. The coming 3 years VVOB will design and implement a capacity building programme to do just that. It is hoped for that a Community of Practise on the Knowledge Centre will be established within Zambia.

7. Think tank presentation

After a typical Zambian lunch the think tank continued with a presentation on linking the traditional African structures and education to the structures and educational trends in the digital age. (See presentation in Appendix) Especially the role of a traditional insaka was defined and the various media for the digital insaka were discussed during a presentation by Lukonga Lindunda. (USD, CD Rom, DVD, external hard disk, eGrannary, website)

The members of the think tank meeting agreed that the eGrannary is a perfect tool for all institutions involved. The eGrannary is also called “the internet in a box” indicating that there are thousands of websites or web tools accessible without being actually on the internet. This tool will be introduced in the Colleges of Education and the Teacher Resource Centres as part of the experiments of the think tank meeting. A system has to be designed to involve the members in selecting websites relevant to the Zambian curriculum.

8. Activity: Knowledge in local languages

A mural will be designed for the Knowledge Centre at the Zambia Library Service describing the word “Knowledge” in the seven official local languages. (See word cloud on the cover of this report.

9. Conclusion

It was said that TRCs of Central and Northern Province also need to be involved in the think tank and that the second meeting will be held in June 2011. A more detailed programme will be further discussed with MoE. It was also said that the think tank needs “a chief”; voting will take place during the next meeting. This report and the way forward will be discussed with MoE.

11 April 2011
Bart Cornille
Lukonga Lindunda
Bart Rombout and Lyson Chikunduzi

Lemmy Kangwa presenting his research

Brainstorming at the think tank meeting

Brainstorming at the think tank meeting
Appendix: Attendance list

<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Institution</th>
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<tbody>
<tr>
<td>Ms. Sharon</td>
<td>MoE Zambia Library Service</td>
</tr>
<tr>
<td>Ms. Pamela Banda</td>
<td>Repr. Of PEO Lusaka</td>
</tr>
<tr>
<td>Mr. Sinyangwe</td>
<td>Zocs</td>
</tr>
<tr>
<td>Mr. Richard Singayi</td>
<td>Kabwe TRC</td>
</tr>
<tr>
<td>Mr. Machico</td>
<td>Serenje TRC</td>
</tr>
<tr>
<td>Ms. Beauty Lweendo</td>
<td>Community School</td>
</tr>
<tr>
<td>Mr. Ntenga Oscare</td>
<td>Vice Principal KACE</td>
</tr>
<tr>
<td>Mr. Peter Kalungama</td>
<td>DE coordinator KACE</td>
</tr>
<tr>
<td>Mr. Moses Musonda</td>
<td>CPD coordinator KACE</td>
</tr>
<tr>
<td>Mr. M.C. Mwansa</td>
<td>DE coordinator KCE</td>
</tr>
<tr>
<td>Mr. M. C. Chisala</td>
<td>Vice Principal KCE</td>
</tr>
<tr>
<td>Mr. Walawala</td>
<td>CPD coordinator CPD</td>
</tr>
<tr>
<td>Mr. D.C. Simpasa</td>
<td>Vice principal MM</td>
</tr>
<tr>
<td>Mr. Mr. B Sibale</td>
<td>DE coordinator MM</td>
</tr>
<tr>
<td>Mr. K. Kasimba</td>
<td>CPD coordinator MM</td>
</tr>
<tr>
<td>Mr. Harris Kabwe</td>
<td>Serenge PRCC</td>
</tr>
<tr>
<td>Ms Esther Kazeze</td>
<td>Kabwe PRC</td>
</tr>
<tr>
<td>Ms. Florence Mwandila</td>
<td>PEO Kabwe</td>
</tr>
<tr>
<td>Ms Christine Malonga</td>
<td>Kabwe PRC</td>
</tr>
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INTRODUCTION

The role of Information and Communication Technologies (ICTs) in education has been highlighted in many educational settings worldwide. This study was conducted to investigate the extent to which ICTs are integrated in the teaching process in Colleges of Education in Zambia.

METHODOLOGY

The research design was a descriptive survey. The study aimed at collecting information from lecturers in CEs. Both quantitative and qualitative data was collected. Primary data was collected using questionnaires, interviews and Focus Group Discussions (FGDs), while secondary data was collected from various publications such as textbooks, journals, government policy documents and internet.

DISCUSSION OF FINDINGS

Role of ICT in the teaching process

- Increases motivation of the learner
- Provides an insight into new and different learning and teaching environments

Factors that influence the use of ICTs in the teaching process

- Lack of clear policy and curriculum on ICT integration
- Adequate training on effective use of ICTs for subject integration
- High cost of ICT equipment/maintenance

Effect of ICT in CEs where it is used in the teaching process

- Improvement in the quality of the teaching/learning materials teachers produce for their students
- Improvement in the quality of the content of the students’ assignments due to online research

CONCLUSION

There is a general lack of adequate knowledge on effective use of ICTs in the teaching process in Zambia. Most lecturers who integrate ICTs in their teaching only use it in PowerPoint presentations. ICT equipment is inadequate in most colleges of education and internet connectivity is not reliable.

There is a need to establish the role of ICTs in the teaching process.

Recommeneds

The absence of an approved policy on ICT in education by MOE and lack of clear curriculum does not motivate many lecturers to integrate ICTs in their teaching.

Lecturers need to be trained on effective use of ICT in education; introduction of a course on ICT in education with emphasis on subject integration for teacher educators.

Lecturers in CEs embracing ICTs in their teaching, should not just end at using PowerPoint presentations, but should explore other effective and interactive ways of integrating ICT in their teaching process.

There should be networking within and between colleges that can promote exchange of information to enhance the teaching/learning process. MOE HQ, provincial district offices and CEs should have websites with updated information.

Further research should be done on the impact of ICT on the learner in CE.

I would like to express my heartfelt appreciation and gratitude to the following people for their contributions towards this study. Dr. Vitaly Chirungu, Mr. Joshua Mungo my supervisor and co-supervisor respectively, and Dr. Alfred Kakunda, course coordinator, for their advice and guidance. My wife Francesca, for her support and encouragement, course mates, Mr. Alfred Mhobola, Mrs. Margaret Sakula and Mr. Edward Kalumba for their encouragement and inspiration. The principal of NISTOR, Mr. Piryon Murumana, and the entire college staff for sponsoring me to study at UNZA and Mr. Paul Chiseka for always finding time off his busy schedule to share his ICT expertise. Special mention is made to the Flemish Association for Development Cooperation and Technical Assistance (VVOB) in general and Mr. Bart Carmille in particular for the financial support to enable me visit the colleges where they offer technical support. Last but not least to all respondents in the sampled colleges and MOE departments who contributed to making this research possible.

REFERENCES


Welcome to the first think tank meeting

ZAMBIA KNOWLEDGE CENTRE
8TH APRIL 2011
ZAMBIA LIBRARY SERVICE

My Online Identity?

Programme Zambia

Country: Zambia
Institutions:
Education, Basic Education, Learning, Teaching

Contact:
Program Director: 
Program Manager:
Program Coordinator:
Program Administrator:
Program Assistant:

Project activities:
1. Awareness and sensitization of education officials, teachers, and students on the importance of online learning.
2. Development and implementation of online learning modules.
3. Training and development of educational materials.
4. Monitoring and evaluation of online learning.
5. Reporting and dissemination of findings.

Resources:
1. Online learning portal: 
2. Online learning materials: 
3. Online learning tools: 
4. Online learning software: 

My Online Identity?
“Unless African countries become full actors in the global information revolution, the gap between the haves and have-nots will widen, opening the possibility of increased marginalization of the continent. On the other hand, participating in the information society offers tremendous opportunities for Africa to leapfrog...into the future”

Kofi Annan

The leap frog approach!

How can African countries address the knowledge deficit?

• To acquire knowledge developed elsewhere rather than “reinvent the wheel”
• The creation of knowledge locally including tapping into indigenous knowledge resources
• Build the capacity of the population to absorb and apply knowledge through education
• Create a capacity to communicate knowledge throughout the country with the new technologies

(Source: United Nations Economic and Social Council)

How can Zambia address the knowledge deficit?

• Zambia Knowledge Centre: make international content available offline-online
• Create/tap into local knowledge through the use of Zambia structures (ZLS-CE-TRC)
• VVOB capacity building programme
• Community of Practice
Welcome to the Zambia Knowledge Centre– MoE-VVOB
Zambia’s searchable repository of recommended and best practice guidance on CPD, benchmarking studies on ODeL, thought leadership, presentations on the integration of ICT in education and much more. Our Knowledge Center is the ultimate place to find loads of tips and information designed to support and transform your teaching job at the Ministry of Education. It also gives detailed information on the MoE-VVOB multiyear programme (2008-2013) and all reports on the VVOB workshops, trainings and tools etc. Start looking – and learning – right now!
(Source: grmbler.wordpress.com)

Create/tap into local knowledge

Lusaka
- VVOB
- Zambia Library Service

Provinces
- Libraries in Colleges of Education
- Libraries in Teacher Resource Centres

Districts
- (Community) Schools
- Community

Emerging Stage
- Improve infrastructure
- Training in troubleshooting and networking
- Establish ICT committees at CE

Applying Stage
- Ad hoc technical support
- Workshop on OER and Web 2.0
- ICDL training

Integrating Stage
- Grassroots Zambia
- Set up of ICDL centres
- Online course on emerging technologies
- ICT integration toolkit


VVOB Capacity building programme

- Many libraries in Africa are often known for their huge stocks of out-of-date materials
- Libraries and information centres handle mostly print-based information rather than knowledge and hence have to find innovative ways to convert their vast resources of information to knowledge

Community of Practice

Experiments with Facebook and Yammer

CoPwithIT is a group of people who share a passion for ICT integration in education and interact regularly to learn how to do it even better. Purpose of establishing this CoP is to create, to expand and to share knowledge and to develop individual capabilities.

The Changing Nature of Knowledge

by George Siemens

Thank you!

VVOB?

Oh, that stands for Very Very Organised Business
“It takes a whole village to raise a child”

Children were brought up largely by the process of socialization as opposed to the process of individualisation. Much of the learning that was going on was almost unconscious; the unstructured things a child learns from his family, friends, village etc.

Did every clan/chieftdom have an education system?

- Shujaa (1994) defines education as the process through which values, aesthetics, spiritual beliefs, and all the parts of a people’s unique cultural orientation are transmitted from one generation to the next.

- Education is also defined as the ‘whole process by which one generation transmits its culture to the succeeding generation’ or better still as ‘a process by which people are prepared to live effectively and efficiently in their environment’ (Situna and Otiende, 1994).

Think tank activity

When re-examined, what aspects of the traditional African education would still be valuable today?

Now that the world has become a village, or better still, the world has become many villages, there might be a clear comparison with African indigenous education and education in the Knowledge Society.
This Bemba saying, Amano Mambulwa, means that one can access knowledge from a variety of sources. According to Mr. L. Kangwa this implies that a child today has access to knowledge from a wide range of sources. "With facilities like the internet a student in Zambia now can access knowledge and information anywhere, anytime. Unlike in the past when a child could only rely on his or her environment. Even where there is no internet, some content and pedagogy can be saved on CDs and DVDs and can be accessed offline."

"The Zambian student is today faced with what I am calling the positive challenge in education. Gone are the days when learning was dependent upon a classroom teacher, or when the whole school would depend on the only few text books in the library. Learning has become easier and more available than ever before... Students can now access resources, information, data, books and even lessons on several subjects through the internet, and other e-learning programmes. In this way students are enabled to learn not only from their teacher but from several world resources, which are readily available online. Truly, slowly it is taking the whole global village to impart knowledge and raise a child." (Mr. Sichinsambwe)

And this is what Mr. Msimuko Bright had to say:

"Learners need not only look to local teachers for answers and explanations. The whole world has been made able to offer solutions through internet. Generation of knowledge is felt and used by anyone who is able to access the internet. The global village is a legitimate teacher that should be reached by all students in the world."
Blending traditional African education and learning in the digital age

CHURCH

SPIRITUAL GUIDANCE

GROUNDNUT CONTAINER

STORAGE ROOM

Pictures from www.zambiaarchitecture.com
What do we need to set up an online village adapted to the knowledge society?

Access road?
What is your access road to the global village?

Storage?

Home?

• Stand alone computer/laptop
• Connected computer/laptop
• Intranet
• Internet
• eLearning
• mLearning

What ICT tools do you want to use?
Insaka?

www.zambiaknowledgecentre.org
An insaka for teaching and learning

It will be Zambia’s searchable repository of recommended and best practice guidance on CPD, benchmarking studies on ODeL, thought leadership, presentations on the integration of ICT in education and much more. Our Knowledge Centre will be the ultimate place to find loads of tips and information designed to support and transform your teaching job at the Ministry of Education. It will also give detailed information on the MoE-VVOB multiyear programme (2008-2013) and all reports on the VVOB workshops, trainings and tools etc.

Chieftaness?

Lusaka
• (VVOB)
• Zambia Library Service

Provinces
• Libraries in Colleges of Education
• Libraries in Teacher Resource Centres

Districts
• (Community) Schools
• Community

Court yard?

• MoE policies and plans
• VVOB procedures

• Netiquette
• Copy rights

Mango tree?

Web 2.0 at school

Examples of Knowledge Centres

Latrines?

RETURN TO SENDER

JUNK MAIL

www.unaids.org

Unite the world against AIDS

Knowledge Centre

Examples of Knowledge Centres
How are we going to design our Zambian Knowledge Centre?
You have to design an educational portal in a digital environment. How would it look like?
What categories would you make?
Will you organise resources per subject? Who would you consult in the making of? Etc.