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STRENGTHENING EDUCATIONAL PERFORMANCE - UP (STEP-UP ZAMBIA)

YEAR 1 WORK PLAN (REVISED)

July 5, 2012

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ACRONYMS

DEBS	district education board secretary
DESOs	district education standards officers
GRZ	Government of the Republic of Zambia
M&E	monitoring and evaluation
MESVTEE	Ministry of Education, Science and Vocational Training and Early Education
OVC	orphans and vulnerable children
PEO	provincial education officer
PESOs	provincial education standards officers
SIR	sub-intermediate result
STEP-Up Zambia	Strengthening Educational Performance – Up
USAID	United States Agency for International Development

SECTION I. INTRODUCTION

A. Project Overview and Approach

Chemonics International was awarded the Strengthening Educational Performance-Up (STEP-Up) Zambia contract on December 6, 2011. In collaboration with our partners — American Institutes for Research, Khulisa Management Services, and the regents of the University of Minnesota — and in cooperation with USAID, mobilization began immediately after contract award.

In 2011, the Government of the Republic of Zambia (GRZ) reorganized, merging the Ministry of Science Technology and Vocational Training with the Ministry of Education, forming the new Ministry of Education Science and Vocational Training. Since the project started, the ministry added early education, resulting in the Ministry of Education Science Technology and Vocational Training and Early Education (MESVTEE). The change in government, as well as changes in the ministry, provide for an exciting time in the country, with leaders and the citizens of Zambia eager to see impact and “step up” to the challenges they face to improve the learning skills of those who deserve it the most: the children of Zambia. An additional emphasis on reading was added to align with USAID’s Education Strategy focused on increasing reading achievements in the student population.

The GRZ, through the MESVTEE, is committed to strengthening oversight functions and accountability to ensure efficiency and effectiveness in the delivery of educational services. To support this objective, USAID is providing technical assistance to the MESVTEE through the STEP-Up Zambia project to produce meaningful, measurable improvement in learners’ performance. This will be achieved by fostering the development of leadership at all levels (central, provincial, district, and school) to influence management practices and values of various stakeholders. This approach will contribute to the transformation of the organizational and institutional cultures achieving a more qualitative focus on learning achievement as an education management tool.

In order to inform this revised work plan, the STEP-Up Zambia team visited eight of the ten provinces to ground-truth the project implementation approach and better test the initial assumptions. Many of the revisions, therefore, are a result of the findings from the field trips which involved visiting 23 districts, over 100 schools, meeting with over 200 educational administrators at the provincial, district and school levels and interacting with students in different grades in basic and secondary schools. The key thrust of the field visits was to better understand different tendencies in educational performance to better support the MESVTEE’s institutional strengthening.

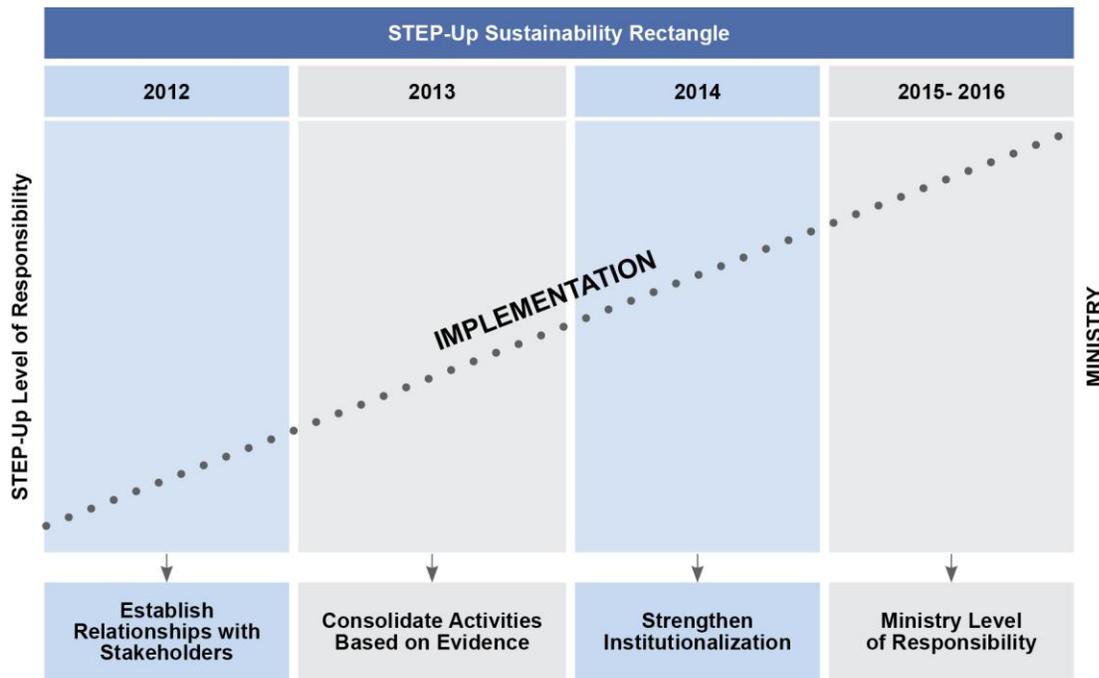
The STEP-Up Zambia project’s approach to institutional strengthening asserts that changing knowledge, attitudes, and practices related to education management and decision making cannot be *instructed* – it must be *experienced* through collaborative partnerships based on shared experiences, trust and feedback. The goal is to look for points of dialogue about issues of learner performance in general and reading achievement in particular, effective use of educational data including academic results, and collaborate to build interventions informed

by these aspects in order to achieve the greater result of a system reform. Through this approach and a more strategic strengthening and use of available systems (financial, human resource, and education information), the development of management oversight tools such as guidelines, policies, and long-term strategies, and partnership with the private sector, learners' performance is expected to increase as much as 15 percent by the end of the project's implementation period.

STEP-Up Zambia will also implement a range of innovative measures to assist the MESVTEE to address the impact of HIV/AIDS in the education system in a more effective way, by strengthening the HIV/AIDS policy for learners and bringing community and service provider driven interventions – such as counseling and testing (C&T), palliative care, and HIV prevention – closer to the education community. The project will also work with Zambian institutions of higher education in collaboration with the MESVTEE on policy and research.

The approach to achieving the results for STEP-Up Zambia is to seize this moment and model education management practices, through facilitation and collaboration, around learning achievement and sharing best practices, to assist the MESVTEE to enhance performance in the education system at all levels, create an environment of ownership, and leverage the MESVTEE's resources to improve education delivery. Exhibit 1 below is a graphical representation of how we propose to implement the STEP-Up Zambia program with a focus on sustainability. A key aspect of this approach is to build strong collaborative relationships systemically and position the MESVTEE to lead in the implementation of STEP-Up Zambia support activities.

Exhibit 1. STEP-Up Zambia Five-Year Implementation Strategy



At the end of Year One, STEP-Up Zambia will have:

- a. Embedded its staff in key directorates and the ten provinces and developed strong collaborative relationships with MESVTEE staff clarifying roles and responsibilities. The project will also have initiated concrete support activities on reading jointly agreed on with the MESVTEE;
- b. Initiated an education data-use mapping exercise with a focus on learner performance namely, reading, through extensive fieldwork jointly undertaken with MESVTEE at the central, provincial and district levels;
- c. Developed jointly with the MESVTEE the enhanced Education Management Information System (EMIS) based on data use and the requirement to integrate with other information systems (financial and human resource);
- d. Developed jointly with the MESVTEE key oversight management tools, in particular, long-term learner improvement and reading policies and strategies with annual operational work plans that include relevant data trend analyses beginning in 2005, baselines, and targets disaggregated, as appropriate, by sex, participation, and subject;
- e. Undertaken a trend analysis jointly with MESVTEE of equity issues beginning in 2005 and developed baselines disaggregated, as appropriate, by participation, sex and subject;
- f. Initiated jointly with the MESVTEE a trend analysis of teacher deaths and access to HIV/AIDS services beginning 2005 and developed baselines disaggregated, as appropriate, by sex;
- g. Developed jointly with the MESVTEE a communication strategy that assists the MESVTEE to generate public interest in issues of reading as a fundamental basis for learning; and
- h. Outlined a STEP-Up Zambia evaluation strategy in the PMEP; and

At the end of Year Two, STEP-Up Zambia will have:

- a. Consolidated working relationships with MESVTEE staff with a focus on elevating expectations regarding roles and responsibilities;
- b. Positioned the MESVTEE to directly apply learner performance data to planning and budgeting at the central, provincial, district, and school levels;
- c. Integrated the enhanced EMIS with other information systems (financial and human resource) and taken steps to achieve online deployment;
- d. Reviewed jointly with the MESVTEE staff learner improvement strategies at different levels with a focus on improving their quality, proposed responses to

identified challenges, financing and implications for oversight and management functions;

- e. Developed jointly with the MESVTEE an equity strategy informed by learner performance data;
- f. Expanded the delivery of HIV/AIDS services to lower levels and assisted the MESVTEE to update the HIV/AIDS policy on the workplace program;
- g. Supported the MESVTEE to undertake research as described in its research agenda, including working with higher education institutions;
- h. Outlined a strategy to engage students of higher education institutions as interns;
- i. Created the impetus for public-private partnerships with a focus on sustainably incentivizing performance among provinces, districts and schools;
- j. Engaged ten students as interns;
- k. Facilitated at least one public-private partnership with a focus on sustainably incentivizing performance among provinces, districts and schools;
- l. Consolidated the communication strategy to assist the MESVTEE to convey messages to the public on issues of learner performance and produced communication materials for STEP-Up Zambia; and
- m. Supported the MESVTEE to develop a policy and research agenda, including working with higher education institutions that includes key initiatives promulgated by the new government.

At the end of Year Three, STEP-Up Zambia will have:

- a. Elevated its working relationships with MESVTEE staff to a point where the use of learner performance data, by subject area and gender disaggregation, is a natural reference in the annual work plan, and budgeting process at all levels;
- b. Achieved online deployment of enhanced EMIS at the provincial level;
- c. Reviewed jointly with the MESVTEE staff learner improvement strategies at different levels with a focus on improving their quality, proposed responses to identified challenges, financing, and the implications for oversight and management functions;
- d. Supported the MESVTEE to develop appropriate policy responses and integrate equity responses informed by learner performance data in annual work plan processes;

- e. Continue expansion of the delivery of HIV/AIDS services to lower levels (province and district) of the MESVTEE and engaged local service providers;
- f. Continued support of the MESVTEE to undertake research as described in its agenda, including working with higher education institutions;
- g. Engaged twenty more students as interns to bring the cumulative total to 30;
- h. Expanded the number and scope of public private partnerships with a focus on sustainably incentivizing performance among province, districts and schools;
- i. Consolidated the communication strategy to assist the MESVTEE at lower levels (province and district) to convey messages to the public on issues of learner performance and reading in particular; and
- j. Undertaken a performance evaluation of STEP-Up Zambia with clear documentation and communication of findings.

At the end of Year Four, STEP-Up Zambia will have:

- a. Achieved a level of institutionalization whereby the central MESVTEE staff focus on strengthening their recourse to learner performance data (by subject area and sex disaggregation) in the annual work plan and budgeting process at all levels;
- b. Achieved online deployment of enhanced EMIS at the district level;
- c. Reviewed jointly with the MESVTEE staff learner improvement strategies at different levels with a focus on improving their quality, proposed responses to identified challenges, financing and the implications for oversight and management functions;
- d. Supported the MESVTEE to develop appropriate policy responses and integrate equity responses informed by learner performance data in annual work plan processes;
- e. Expanded the delivery of HIV/AIDS services to the school level and engaged local communities;
- f. Continued support of the MESVTEE to undertake research as described in its agenda, including working with higher education institutions;
- g. Engaged twenty more students as interns to bring the cumulative total to 50;
- h. Expanded the number and scope of public-private partnerships with a focus on sustainably incentivizing performance among province, districts and schools; and

- i. Consolidated the communication strategy to assist the MESVTEE at lower levels (province and district) to convey messages to the public on issues of learner performance and reading in particular.

At the end of Year Five, STEP-Up Zambia will have completed a ‘step-up and step-away’ process with the MESVTEE and:

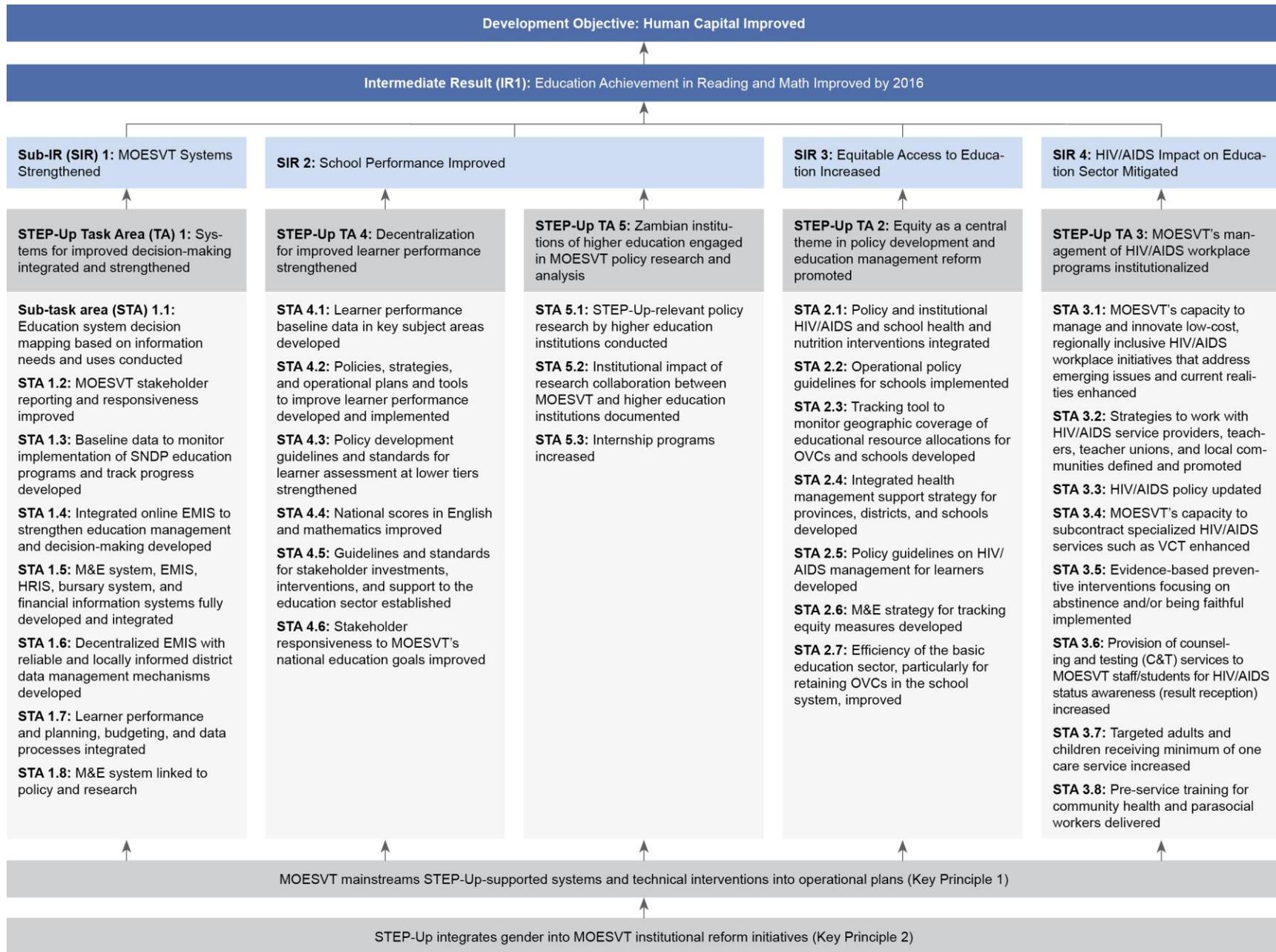
- a. Achieved a high level of institutionalization of project support activities;
- b. Cemented the focus on learner performance as an education management tool, for annual work planning and budgeting at all levels;
- c. Achieved integration and online deployment of enhanced EMIS at central, province and district levels;
- d. Established learner improvement strategies and related policies as tools for oversight management at all levels;
- e. Integrated equity responses informed by learner performance data in the MESVTEE’s strategic planning processes;
- f. Achieved HIV and AIDS program targets;
- g. Supported the MESVTEE to undertake research as described in its agenda, including completion of five research outputs with higher education institutions;
- h. Wrapped up the internship program;
- i. Expanded the number and scope of public-private partnerships with a focus on sustainably incentivizing performance among provinces, districts and schools;
- j. Consolidated the communication function in the MESVTEE at all levels (province and district) to convey messages to the public on issues of learner performance and reading in particular;
- k. Assisted the MESVTEE to achieve improved reading by as many as three million students; and
- l. Improved learner performance by an average of a 15 percent improvement in test scores in reading and math over the life of project.

B. Project Results Framework

The results framework (See Exhibit 2 on the following page) below outlines the outcomes STEP-Up Zambia will achieve in line with the development objective: human capital improved, focusing on the intermediate result of education achievement in reading and math improved by 2016. STEP-Up Zambia will work toward four sub-intermediate results and five aligned task areas. The sub-intermediate results are:

- Sub-intermediate Result 1 (SIR 1): MESVTEE systems strengthened
- Sub-intermediate Result 2 (SIR 2): School performance improved
- Sub-intermediate Result 3 (SIR 3): Equitable access to education increased
- Sub-intermediate Result 4 (SIR 4): HIV/AIDS impact on the education sector mitigated

Exhibit 2. STEP-Up Zambia Results Framework



The five task areas for STEP-Up Zambia are:

- Integrate and strengthen systems for improved decision-making (aligns with SIR 1);
- Promote equity as a central theme in policy development and education management reform (aligns with SIR 3);
- Institutionalize MESVTEE’s management of HIV and AIDS workplace programs (aligns with SIR 4);
- Strengthen decentralization for improved learner performance (aligns with SIR 2); and
- Engage Zambian institutions of higher education in MESVTEE policy research and analysis (cross-cutting).

The task areas respond to multiple sub-intermediate results. Performance indicators for each SIR and task are detailed in the STEP-Up Zambia performance monitoring and evaluation plan. This work plan for Year 1 presents activities by task areas and covers December 2011 through December 2012.

Two key principles guide activities throughout STEP-Up Zambia:

- *Key Principle 1.* Sustainable learning outcomes through strengthened education management:
 - Ministry provides direct inputs that enhance implementation of STEP-Up Zambia supported activities;
 - STEP-Up Zambia enhances MESVTEE program implementation structures and oversight and management processes;
 - STEP-Up Zambia interventions are supported by local communities, private sector, and families; and
 - Spillover outcomes are leveraged from STEP-Up Zambia interventions.
- *Key Principle 2.* Enhance gender equity in educational reform to promote institutional effectiveness and learning:
 - MESVTEE’s equity interventions improve participation among disadvantaged groups; and
 - Learner performance data demonstrates a narrowing of the gap in results in core subject areas (math, English and science) for boys and girls over the life of project.

C. Project Organization

STEP-Up Zambia's management structure is oriented toward achieving results while allowing for maximum flexibility to respond to evolving needs of the GRZ and USAID. The team will use a collaborative approach with USAID, the GRZ, and other potential partners to achieve results.

The management strategy involves quarterly reviews of technical operations, staffing and resource needs by Chief of Party Luis Rodriguez and the finance and operations manager, together with Chemonics' home-office project management unit. Chemonics' consortium for STEP-Up Zambia consists of the American Institutes for Research, a U.S.-based nongovernmental organization with significant experience in Zambia on HIV and AIDS and other health and education-related projects; Khulisa Management Services, a South African-based company with a long record with monitoring and evaluation (M&E) in Africa; and the University of Minnesota, which has substantial experience in applied action research on education issues in developing countries. Key members from each subcontractor participated in development of the work plan in their areas of technical expertise and will provide technical assistance throughout the life of the project.

Dr. Rodriguez is responsible for overall program implementation, through collaboration with USAID and MESVTEE, to ensure that STEP-Up Zambia continually aligns itself with and contributes to achievement of USAID's development assistance objectives. He will meet regularly with other international and national organizations working to address education issues in Zambia to coordinate efforts and identify synergies between programs. The project team will meet regularly with the three other USAID-supported projects in the education sector: Water and Sanitation Hygiene and Education (SPLASH), Orphans and Vulnerable Children project (Time to Learn), and the Improved School Effectiveness Project (Learn to Read).

The project staffing structure is organized into three components: systems and policy integration, school systems/decentralization, and HIV and AIDS in the workplace. Alick Siankumo, Information Management Advisor, will oversee the project's M&E system, as well as MESVTEE systems integration component, in coordination with the project's M&E and performance monitoring advisors. A Policy and Research Advisor will oversee the policy side of the systems integration process. Veronica Mwiche, Decentralization Advisor, will oversee the second component, including gender and equity, and will work with Provincial Advisors. All Provincial Advisors will report to the Education Specialist/Provincial Advisor Coordinator Edwin Milambo under this component as well. The HIV/AIDS workplace component will be led by HIV and AIDS Advisor Patrick Chileshe, who will support activities directed to raise awareness and provide counseling and treatment to MESVTEE personnel at the central and provincial level.

Finally, two main cross-cutting themes of STEP-Up Zambia — information and communications technology application for management and education — will be led by Precious Habenzu and Paul Muwowo, respectively, who will make their skills available to the entire project team and ministry units. The finance and operations manager is

responsible for oversight of project finance administration and operations, which includes administration of local subcontracts and grants. The project organizational chart in Annex A shows reporting lines and responsibilities. The STEP-Up Zambia team will conduct weekly staff meetings to discuss technical and operational matters and ensure effective internal coordination and planning. Quarterly and annual reports will discuss project achievements. Additionally, the annual work plan will be reviewed quarterly to assess progress and adjust activities as needed.

A three-person project management unit in Chemonics' home office will support the project. The unit's director will liaise with the chief of party to ensure that the project's technical and contractual objectives are being met. Although day-to-day project management is delegated to Dr. Rodriguez, he will be supported by the project management unit, which will provide backstopping in areas such as human resources, finance and accounting, and contract management. Ms. Brenda Wilson, home-office director, will be available for monthly check-ins with the Contracting Officer's Representative (COR) Dr. Cornelius Chipoma or, alternatively, the alternate COR, Ms. Mary Tyler Holmes.

Effective coordination with partners and other donors is a key focus of the STEP-Up Zambia management strategy. Coordination with GRZ associates will be through embedded STEP-Up Zambia key advisors, who will ensure that the project remains close to its partners' needs and plans. Joint meetings will be used to ensure all key STEP-Up Zambia partners are working together and are informed about project activities. STEP-Up Zambia will host events to bring partners and other donors together to share new developments and coordinate plans for activities.

Some activities undertaken by key partners are:

Irish Aid. Irish Aid jointly leads the donor group on education and supports Zambia's National Development plan by funding the school grants mechanism. These funds are meant to increase access to schools and increase enrollment by building new schools and expanding existing ones. STEP-Up Zambia can work with Irish Aid to improve financial reporting requirements.

Japan International Cooperation Agency. JICA is involved with MESVTEE through strengthening continuing professional development for teachers in mathematics and science. STEP-Up Zambia can work with JICA to embed the support for the teaching of mathematics and science in the different tier learner improvement strategies. JICA is also assisting the ministry in improving education standards.

Danish International Development Agency. DANIDA provides support to the Forum for African Women Educationalists of Zambia in the form of school scholarships for girls. The agency also offers financial support on explorative and innovative ideas related to HIV/AIDS, gender equity, and improvement of infrastructure in community schools.

UNICEF. UNICEF supports the MESVTEE to improve school quality, implement gender equity, HIV/AIDS activities, and provide water and sanitation facilities in basic schools. STEP-Up Zambia will work with UNICEF to embed its support towards school improvement in the different tier learner improvement strategies.

USAID/ZAMBIA PROJECTS. STEP-Up will collaborate with all USAID/Zambia projects to embed their support in the different tier learner improvement strategies.

SECTION II. 2012 WORK PLAN

The STEP-Up Zambia 2012 work plan discusses how intermediate results and their underlying strategies will drive management decisions and project implementation. It should be read in conjunction with Annex B, which provides the timeline and sequence for implementation of individual activities and staff and stakeholder roles/responsibilities. The work plan is organized by the five task areas outlined in the results framework in Section I.

A. Key Features

The 2012 work plan aligns with the calendar year beginning with contract award: December 2011 through December 2012. Below are the principles that guide activity planning:

Demonstrate success early. To maintain a strong and supportive relationship between the GRZ and STEP-Up Zambia, the project will quickly demonstrate results. The work plan process has identified opportunities for immediate project assistance. Some of our key personnel worked on the Education Quality Improvement Program (EQUIP) 2 and will seek opportunities to leverage activities building on previous success such as the strategic plans at provincial, district, and school levels. Other opportunities for quick impact are more effective processing and use of data at the provincial level, and potential participation in stakeholder meetings that are called by the ministry in all provinces.

Build relationships and foundations for long-term sustainability. STEP-Up Zambia will build sustainable support within MESVTEE by forging strong relationships early on. Key technical personnel will be embedded in the ministry in order to have the opportunity to interact with ministry personnel in order to introduce change models and build excitement for the approaches implemented by the project.

Raise awareness of reading achievement. STEP-Up Zambia will assess the cohort of reading programs currently under implementation in Zambia and, wherever possible, focus on activities that can help achieve improved reading.

The STEP-Up Zambia team will implement an approach conducive to meaningful, methodical, and sustainable changes at all levels, mainly as a product of awareness raising processes in ministry personnel as they approach their own work with a more critical and reflective vision. The project will also catalyze communication approaches

conducive to foster new practices in education management and raise public awareness and expectations regarding learner performance.

B. Work-Planning Process

STEP-Up Zambia held a two-day teambuilding workshop, a three-day work-planning workshop, and an M&E workshop in January 2012, with participation by USAID, the STEP-Up Zambia field-based team, subcontractors American Institutes for Research, Khulisa Management Systems, and University of Minnesota, and Chemonics' home-office staff. The workshops focused on evaluating project results, discussing short- and long-term goals and objectives, and assessing challenges and opportunities. Nearly all long-term local professionals attended these sessions, the participation of which was critical to providing inputs to activities, including identifying important assumptions. Before and after this internal series of workshops, the chief of party met with representatives from MESVTEE and USAID to align USAID's education objectives with GRZ's education strategies and plans.

Immediately after this first level of planning, the whole team began a series of visits to four provinces on "fact finding" trips in order to ground truth project design and create a baseline with the findings provided by visits to provincial and district offices as well as a significant number of schools in Eastern, Lusaka, Northwestern and Southern provinces. As earlier noted, the STEP-Up Zambia team has to date been to seven of the 10 provinces, 23 districts and 100 schools.

C1. Task 1: Integrate and strengthen systems for improved evidence based decision-making

The activities that STEP-UP Zambia will implement under Task 1 are presented in Annex B. Below, we provide additional detail on strategies and approaches behind key activities.

Description and implementation strategy. Findings in school visits showed that there is a lack of awareness and understanding about the relevance and importance that education data can have when timely and accurately conveyed to appropriate authorities – in this case District Education Boards (DEBs) – to document decisions that will affect the school's work. Because data for schools is not relevant, the reporting function is often carried out without paying real attention to the accuracy of figures written in reporting sheets. The intention is often "to make the school look good" more than to submit an accurate reporting of the situation. Existing management and data systems (EMIS and others) are not only fed with information that does not reflect reality but also are not understood as useful management tools that could contribute to making more evidence-based and effective decisions at higher levels within the ministry's structure.

For these reasons, STEP-Up Zambia will initially focus its work at the provincial level to directly impact DEBs and schools by raising awareness, building demand, and fostering effective use of data for decision-making processes that respond to the real needs of teaching and learning. The project will analyze existing systems in order to make them more operational at the field level in terms of input and feedback, the combination of

which will create a more effective evidence-based decision making environment. Following this, the information systems at the central level will be called upon to produce reports that come back to the field in a timely and more effective manner. The STEP-Up Zambia team will also work with MESVTEE’s leadership to develop and embrace a knowledge-sharing and change environment. This, we think, will create the model and framework for changes within the system that better address learner performance outcomes within the education community. The project will also work with MESVTEE to explore and assess the use of technology in support of performance oriented use of data and develop innovative and proactive ways to engage the private sector to meet evolving MESVTEE requirements.

Activities

1.1 Empower MESVTEE personnel by inculcating a learning environment that fosters evidence-based decision-making processes oriented to increase learner performance. This task will focus on creating experiential initiatives in provinces, districts, and schools so that there is a better understanding of the positive implications that effective use of data could have. This empowerment will be the product of self-evaluation processes that will put education staff at all levels in a position whereby they can analyze their own practices in terms of the use of data to increase learner performance and the changes required to reach this goal.

Task 1: Key Milestones for 2012

- Contribute to general baseline report;
- Change models identified;
- Communication activities to foster change identified and implemented;
- Streamlined decision-making process developed;
- Assessment report (of current information systems “as-is” status) produced;
- Required technologies identified; and
- Public-private partnership strategies in development.

1.2. Support MESVTEE in assessing the current status of systems, processes, and decision points and accountability. In addition to the awareness-raising process, the project will engage in a dialogue with the ministry to identify appropriate staff to participate in the mapping of the current decision framework policy and processes, and review information flows at the national, provincial, district, and school level. This activity will identify gaps in decision-making processes through relational mapping and analytical tables that will provide clear pictures of how the system uses data at different levels. Once the “baseline” status is determined, the MESVTEE can move to determine next steps in increasing the functionality of its systems. Creating such a demand-driven model with solutions in place that deliver information effectively will result in some analysis taking place away from the central level. In response to this approach, new policies will certainly have to be put in place to endorse a more decentralized and provincial-based data processing system.

1.3. Support MESVTEE in assessing and exploring technology infrastructure that supports the ministry's systems used for decision-making information. Findings in Eastern province showed that the provincial office was more inclined to use data in

support of its work and indicated a pressing need to move the data faster and more effectively. As it stands, raw data is sent to the ministry headquarters and the province waits a whole year to have it processed and returned, which does not serve its purposes. For that reason, the demand is to have a means to address moving data faster and processing it locally. To that effect, the STEP-Up Zambia team will assess the current hardware situation, in particular at the provincial level, including internet access and computer penetration. In addition to this assessment, a thorough analysis of information and communications technology applications available in the country will determine what could be the most appropriate applications to implement in MESVTEE's local (provincial, district, and school) management systems.

1.4. Engage with ministry officials on strategies for private sector engagement in support of needs. STEP-Up Zambia will work with appropriate directorates in developing strategies for engaging private sector support. These strategies will have to convey a win-win message to attract private sector interest in investing in the education system.

1.5. Explore information and communications technology applications for education systems and processes. This will include the potential use of mobile technology, database software systems, and other education-driven applications at the school level. STEP-Up Zambia will explore different types of applications and seek possible public-private partnership strategies to make a more efficient use of information and communications technology application in the education environment.

Critical assumptions. Achievement of the strategy for this task and the activities proposed will depend on the following assumptions:

- Political and economic stability will continue;
- The ministry accepts working together with external partners;
- The required and necessary skills and qualifications will exist within MESVTEE; and
- Access to critical information from other stakeholders will be available.

Coordination points (key stakeholders). The key stakeholders in implementation of activities under this task are:

- MESVTEE;
- Ministry of Finance;
- Zambia Information Communication and Technology Authority; and
- Private sector.

C2. Task 2: Promote equity as a central theme in policy development and education management reform

Activities under Task 2 are presented in Annex B. Additional detail on strategies and approaches behind key activities are provided below.

Description and implementation strategy. The 2002 Free Basic Education Policy for Grades 1-7 has significantly increased national school enrollment rates, placing the ministry in an even more challenging situation as it has to accommodate larger cohorts of students in facilities that have not expanded in line with demand. Thus the impressive response of civil society who, by creating thousands of community schools (30% of the total 8,500 basic schools in the country), in fact complement the ministry's capacity to provide free basic education for all. STEP-Up Zambia will support the MESVTEE to build an educational environment where gender, socioeconomic status, and ethnic origin are no longer obstacles to achieving educational potential, and where every child can achieve basic literacy and numeracy.

In this dynamic, built around the notion of providing educational support for all, special consideration should be given to those categories that for one reason or another tend to “fall through the cracks” of the system: OVCs, girls, young pregnant girls driven out of school, people in the education community affected by health problems such as HIV/AIDS as well as other people with special needs. Findings in the field show that this need is not being met. The education community is not devoting sufficient resources, time and attention to these problems.

STEP-Up Zambia will work with the education community as a whole, from cooperating partners, schools to DEBS, PEOs and the central headquarters to enhance the implementation of policies on equity as a means to augment its efforts to improve quality of education. This will be done through strengthening resource allocation management tools, operationalizing equity guidelines at the provincial, district and school levels and supporting the use of alternative communication strategies to increase awareness and mobilize civil society around equity issues, as well as qualifying policy objectives and institutional functions and defining strategies to achieve equity goals.

Activities

2.1. Operationalize policy implementation guidelines at the school level. The MESVTEE has a policy framework for equity. However, schools have no clear understanding on how to implement these policies. For that reason, a set of clearer explanations on how to address these issues should be developed at the PEO and DEBS level to provide more clarity to schools in a given district on how to apply limited education resources and work with its surrounding community to reach a higher level of synergy to find innovative solutions to education access and self-care for all.

2.2. Assist provincial offices in developing communications strategies to raise awareness levels in communities and the education community. Based on information gathered in field trips, provincial officers have expressed interest in developing stronger communications activities in order to

Task 2: Key Milestones for 2012

- Contribute to general baseline report;
- Develop provincial communication strategies; and
- Tracking tool for resource allocation developed.

convey education messages, including equity-related issues, to the community. The STEP-Up Zambia communications team will work with the provincial offices to develop communications strategies and create links with local media outlets to help get the message out.

2.3. Develop tracking tool to monitor geographical coverage of educational resource allocations for schools and equity-related issues. STEP-Up Zambia will work with MESVTEE to analyze current policies and begin a dialogue to address gaps through the baseline. The assessment will track progress toward achieving equity measures and, over time, facilitate uptake of new baseline indicators into the education management information system, allowing MESVTEE’s dashboard to provide real-time data on such topics as OVC retention in schools. Analysis of these data will help identify innovative solutions to retaining the most vulnerable students.

Critical assumptions. Achievement of the strategy for this task and the activities proposed will depend on the following assumptions:

- MESVTEE will commit to developing equity-related skills in staff at all levels;
- The Zambian government devotes resources for HIV and AIDS workplace programs;
- Provincial and district level staff support decentralization of the HIV and AIDS workforce program;
- Teachers are receptive to HIV-related activities;
- Communities welcome broader school engagement on HIV- and AIDS-related programs; and
- The existence of enough rural service providers to provide counseling and training, care, and health worker training.

Coordination points (key stakeholders). The key stakeholders in implementation of activities under this task are:

- MESVTEE;
- Ministry of Community Development; and
- Community-based organizations, nongovernmental organizations, and faith-based organizations.

C3. Task 3: Institutionalize MESVTEE’s management of HIV/AIDS workplace programs

Activities under Task 3 are presented in Annex B. Below, additional details of strategies and approaches behind key activities are provided.

Description and implementation strategy. In 2004, nearly 1,000 teachers in Zambia died. Although prevalence surveys have not been done to determine the extent of infection among staff in the education sector, most deaths have been attributed to HIV-related illness. Since then, teacher deaths have decreased significantly. The decline in teacher deaths since 2004 may therefore be explained by a range of factors that include nationwide access to general HIV and AIDS services at clinics and hospitals, availability of antiretroviral therapy, and improved HIV prevention awareness through MESVTEE's workplace program. Further, although stigma remains a challenge, more teachers are revealing their HIV status to encourage others to get tested and access antiretroviral therapy if required.

During fact finding visits, a Senior Provincial Education Officer indicated that stigma levels are high. The 2009 Knowledge, Attitudes, Beliefs and Practices (KABP) Survey with the Ministry of Education staff actually revealed the existence of stigma and discrimination especially among the youngest and eldest staff surveyed.

The STEP-Up Zambia team's travel to provinces, districts, and schools has revealed evidence of the ministry's shortage of financial and human resources to make any kind of health interventions, especially HIV- and AIDS-related interventions, operational. Thus, there is a need to develop higher levels of synergy between the education system and its surrounding community to benefit from services already in place.

STEP-Up Zambia will focus on leveraging existing systems, staff, and partnerships already in place to ensure the continuity of programming while building the capacity of ministry staff at all levels to support the education sector response to HIV/AIDS in schools. HIV and AIDS workplace programming is multi-dimensional; it includes interventions with teachers, staff, students, and the community.

A demand-driven dynamic approach ensures that policies in place are implemented, especially at the education community grassroots level (schools and DEBS). STEP-Up Zambia will survey the vast array of HIV and AIDS prevention, counseling, testing, and treatment services existing in communities and bring them closer to the education community. At the same time, we will assist with increasing the level of awareness in the education system to encourage a higher level of use of these available services.

3.1. Operationalize policy implementation guidelines at the school level.

The MESVTEE has a policy framework for HIV and AIDS. However, schools have no clear understanding on how to implement these policies. STEP-Up Zambia will work with the DEBS to provide more clarity to schools on policies and guidelines and communicate these policies to the surrounding communities to support HIV and AIDS in the schools and education work force.

Task 3: Key Milestones for 2012

- Contribute to general baseline report;
- Develop policy guidelines for learners; and
- Policy guidelines for schools.

3.2. Assist MESVTEE in integrating health management support strategies for provinces, districts, and schools. This task will focus on strengthening the link between MESVTEE and Ministry of Health (MOH), health management policy and programs at the school and community level. Teacher deaths due to HIV and AIDS-related illnesses in Zambia have declined in recent years as a result of increased access to prevention messages and antiretroviral therapy, but the 2009 MESVTEE statistical bulletin shows this trending upward again, fueling concerns. STEP-Up Zambia will address this issue by supporting mainstream workplace policy interventions, while promoting a combination of HIV and AIDS education and services. For project success, MESVTEE will need to extend HIV and AIDS prevention education, palliative care, and voluntary counseling and testing activities to the school/community level by building effective alliances with community-based services for reliable and sustainable delivery mechanisms.

3.3. Develop and define strategies to work with HIV and AIDS service providers, teachers and local communities. STEP-Up will leverage in-service teacher training and use partner-run mobile clinics to disseminate HIV information and policies, and to connect teachers and students with voluntary counseling and testing services. The HIV and AIDS Advisor, working with provincial advisors, will support MESVTEE leaders to use its HIV/AIDS committee and 150 staff trained as palliative caregivers for central and decentralized HIV/AIDS activities. STEP-Up will undertake a stakeholder mapping exercise to inform the development of strategies for working with MESVTEE, MOH, and other relevant stakeholders based on audit and mapping exercises to maximize existing programs and activities at the provincial and district levels. This will include continued coordination with school health programs for integration of services and planning and to ensure equity considerations.

3.4., 3.5, 3.6: Provide counseling, testing, pre-service training for community health and para-social workers delivered and targeted adults and children receiving minimum of one care service increased. Based on the understanding of gaps and successes in service delivery obtained through fact finding visits, the ministry's knowledge, attitudes, and practices survey, existing school-based programs and Ministry of Health services, STEP-Up Zambia will develop a small grants program. These small grants will be given to community-based organizations, nongovernmental organizations, faith-based organizations, and other service providers to ensure that 20,000 staff and students receive counseling and training, including receipt of their results; 4,000 adults and children receive at minimum one care service; and 1,000 community health and para-social workers undergo pre-service training.

Critical assumptions. Achievement of the strategy for this task and the activities proposed will depend on the following assumptions:

- MESVTEE will commit to developing equity-related management strategies and skills in staff at all levels;
- The Zambian government devotes resources for HIV and AIDS workplace programs;

- Provincial and district level staff support decentralization of the HIV and AIDS workforce program;
- Teachers are receptive to HIV-related activities;
- Communities welcome broader school engagement on HIV and AIDS-related programs; and
- The existence of enough rural service providers to provide counseling and training, care, and health worker training.

Coordination points (key stakeholders). The key stakeholders in implementation of activities under this task are:

- MESVTEE;
- Ministry of Community Development;
- Civil society organizations;
- Within MESVTEE, Ministry of Health, and other health sector and HIV/AIDS implementing partners;
- National AIDS Council;
- Teachers’ unions and teacher support groups;
- Community-based organizations, nongovernmental organizations, and faith-based organizations; and
- Health Service Providers implementing USAID activities.

C4. Task 4: Decentralization for improved learner performance.

Activities under Task 4 are presented in Annex B. Below, additional details of strategies and approaches behind key activities are provided.

Description and implementation strategy. Field visits demonstrated, on one hand, that decentralization is a de facto occurrence in schools and, on the other, that there is a varying pattern in school leadership and management practices. Those schools that present a stronger head teacher leadership tend to develop a greater degree of autonomy – and therefore, of creativity than those that lack this “entrepreneurial leadership.” The latter group tends to conform mechanically to MESVTEE’s directives regarding administration and curriculum delivery. This finding shows that in schools with strong leadership, knowledge management is moving beyond formal knowledge structures such as monitoring tools. These schools are also taking the initiative to recognize where there are instances of useful information and sharing it with colleagues – picking up on what is

going to be useful to others and making sure that it is captured in a way that will be effectively implemented locally.

Community support was also found to be critical for success. In an Eastern Province high school in Chipata, the PTA raised K 30 Million, a considerable amount for the local context, and used part of it in procuring learning materials for teachers. On the other hand, in Lusaka, some schools have not held PTA meetings in 5 to 10 years, indicating a lack of community support and its negative impact on the school.

Another key element to take into consideration is that, due to the pressing need felt by communities to ensure access to education for all, a vast array of community schools have been chartered as the product of a negotiation between communities and the MESVTEE. Through this, civil society has been, in practice, complementing the government's efforts in order to address this dearly felt need of education for all. Community schools in any given territorial unit (district or province) represent 30% to 50% of school facilities in some cases. Thus, there is a need to fully integrate, in one way or another, this large number of community schools into the education community, in spite of the scarcity of resources that today support education in Zambia.

As for the institutional side of the decentralization process, although policies are in place, provincial and district offices still do not exercise the degrees of autonomy required to make decisions based on local realities and needs. The existing guidelines and frameworks that are relayed from the national level sometimes tend to crowd out innovation and the formulation of local solutions for local problems. This is an indication that despite decentralization efforts, a certain degree of centralism still remains, and this, to some extent, hinders the capacity of structures at a sub-national level to undertake effective planning for the delivery, monitoring, and evaluation of services against a local education strategic plan.

STEP-Up Zambia will work initially with a focus on district and provincial offices in order to stimulate and empower these offices to build strategic visions. Eventually, activities will focus on and be linked to existing policies at the central level in order to make them more effective and realistic in addressing the issues at stake.

Activities

4.1. Deploy Provincial Advisors in provinces. Provincial advisors from the STEP-Up Zambia team will be deployed to support Provincial and District Education offices to work effectively with their constituencies and develop and implement interventions that will contribute to improved learner performance, with a special emphasis on reading.

Task 4: Key Milestones for 2012

- Contribute to general baseline report;
- Communications strategy integrated in M&E system;
- Policy guidelines on learner assessment and curriculum standards developed and rolled out; and
- Performance and improvement plans produced and implemented.

4.2. Support the development of strategic plans for provinces, districts, and schools that will contribute to improved learner performance, focusing on reading. Fostering strategic thinking within the education community is the first step towards realizing significant changes in terms of approaching delivery of education from a learners' performance perspective. A strategic plan by itself will not be enough; it will have to be accompanied with a series of complementary measures such as checks and balances, qualitative monitoring, transparency and individual responsibility across the board so as to ensure real commitment and accountability of individuals involved in the education system.

In the Eastern province, where such a process took place a year and a half ago under the Equip 2 project, field visits throughout the system (PEO, DEBS, and schools) revealed an amazing level of consistency in the approaches to increase learners' performance that resulted in significant performance improvement. All school head teachers had information about their school on hand and even in their head, with "talking walls" displaying that information and checks and balances ensuring that every activity and its responsible party was being properly monitored. This level of organization was achieved by having the PEO recognize issues hindering performance in their province and developing a three-year strategic plan to address these issues. In turn, DEBS and schools were asked to do the same but with participation of the whole community, teachers, students and parents. Thus all schools and DEBS have their own strategic plan built following the whole initial list or the set of issues more critical to their own education unit.

The result is encouraging, and STEP-Up Zambia will build upon and promote this strategic approach in other less successful provinces.

4.3. Support school mapping processes and identification of local networks in order to rationalize distribution of education support resources to support of learner performance with an emphasis on reading. Findings showed that provinces are constantly challenged in determining a better way of distributing the scarce resources they receive from the central ministry. In Eastern province, Kafue and Kazungula districts have made efforts to cluster schools according to their geographic distribution; for example, a high school with computers serves as a hub for surrounding basic schools to input data to be sent to the DEBS office.

School mapping can be critical to helping provinces improve their own management for resource distribution. Geographic Information System mapping implemented by the central ministry needs to be shared with PEOs and DEBS so these offices can make a better attribution of education resources. Eastern and Southern provinces see this as critical to better distributing their resources, and have made progress towards getting reliable mappings of their schools. Eastern province, in fact, is currently moving towards creating school clusters in their districts following geographic distributions of their schools.

STEP-Up Zambia will facilitate processes that will enable reliable and consistent transfer of this knowledge and information from the central offices to the PEOs and DEBS.

4.4. Support Directorate of Standards’ process of re-evaluating and re-orienting its monitoring and evaluation processes towards a more qualitative approach that will better support learner performance. After a field visit to Southern province, the Directorate of Standards has undertaken a process leading to re-strategizing its own supervision schemes. A strategy meeting with all PESOs and DESOs and STEP-Up Zambia took place in Kabwe to initiate the process. As a result of this meeting, STEP-Up Zambia will assist the Directorate of Standards in the development of a strategic plan to improve learner performance in general and address specific issues related to reading.

4.5. Foster reading. Findings show that schools have many different reading programs being implemented simultaneously, including curriculum activities, special reading programs implemented by the schools, and other NGO-sponsored reading programs. Improved reading achievement does not always depend on the number of programs, but rather on the type of leadership exerted by teachers and head teachers in the school.

STEP-Up Zambia will use the district baselines to support the MESVTEE to provide clear guidance on reading achievements through an analysis of current reading programs. Based on this analysis STEP-Up Zambia will work with the MESVTEE to provide recommendations on the management of reading strategies to promote synergy and better address the realities and conditions of school environments.

4.6. Raise stakeholder awareness around education issues in districts and provinces. Field visits showed that provincial and district officers have implemented different levels of community outreach strategies. The DEBS in Luangwa, for example, was unaware of potential private sector enterprises in the district, but when informed by the STEP-Up Zambia team about the potential for getting private sector involvement with his schools, he became highly motivated to reach out to them.

STEP-Up Zambia provincial advisors will work with DEBS and PEOs to develop and operationalize stakeholder processes around different issues to engage in constructive dialogue and jointly identify and resolve systemic and structural factors that affect the effective delivery of education services.

4.7. Support the growth of the demand side of service delivery in basic education. STEP-Up Zambia will facilitate the organization of a “voice” around basic education management and delivery. PEOs in Eastern and Southern provinces have expressed their interest in working with community radios and other communication outlets so as to guide and increase community awareness around education issues (including health related issues affecting education for all). The expected outcome is to increase an organized demand side for education from the civil society that would guarantee, among other things, inclusion, quality education, and increased learner performance at all levels in the education system.

4.8. Assist MESVTEE in developing guidelines and standards for public-private partnership investments, interventions, and support for the education sector.

Attracting resources beyond the traditional funding structures (Treasury, donors) and facilitating the development of a shared long-term vision for the education sector will require the development of guidelines and standards to engage the private sector to contribute to district and provincial plans and targets beyond the traditional support to central ministry's driven fund raising activities.

STEP-Up Zambia will help identify opportunities and strategies for tapping in to potential private-sector players.

4.9. Support provinces and districts in producing community awareness campaigns based on best practices. STEP-Up Zambia provincial advisers will work with provincial and district officials to develop communication strategies to impact their communities more effectively. To that effect strategies will include activities that will communicate results on different issues--such as improvements in reading--for wider dissemination, especially to the national level.

4.10. Increase effective usage of standards tools. STEP-Up Zambia will collaborate with the Examinations Council of Zambia, help roll out guidelines to the provinces, and develop tools to help teachers use the standards for improved student progress. STEP-Up Zambia will assist MESVTEE in strengthening its accountability system for standards and assessment of learner performance improvement as well as improve communication channels within the ministry, focusing on the lower tiers.

Critical assumptions. Achievement of the strategy for this task and the activities proposed depends on the following assumptions:

- The GRZ will implement its decentralization policy;
- MESVTEE will refine decentralized standards for monitoring, focusing on learner performance; and
- MESVTEE will undertake timely curricula revisions.

Coordination points (key stakeholders). Key stakeholders in implementation of activities under this task are:

- MESVTEE;
- Local communities;
- Civil society organizations;
- Traditional leaders;
- Civic leaders; and
- Cooperating partners in education.

C5. Task 5: Engage Zambian institutions of higher education in MESVTEE policy research and analysis

Activities under Task 5 are presented in Annex B. Below, additional detail on strategies and approaches behind key activities is provided.

Description and implementation strategy. Although the ministry conducts research, it could be more systematic and strategic. Thus, there is a need to support a research agenda and national collaboration to address the many questions posed by the status of the education system in Zambia. Activities under this task are designed to encourage collaboration among the MESVTEE and universities around a common research agenda in education. STEP-Up Zambia will provide assistance in bringing together applied action research on key policy issues now being faced in the Zambian education system. This will be accomplished through a learning-by-doing strategy in which faculty and graduate students from selected universities or institutions work together in designing, conducting, and interpreting findings of field-based studies. The studies being proposed under this task also provide practicum experiences (e.g. internships) for graduate students.

Activities

5.1. Facilitate development of relevant policy research by higher-education institutions. The project will assist MESVTEE in refining its research agenda and in developing a research collaboration framework with selected universities and /or institutions. Examples of possible pertinent research topics could include a policy review of Zambia’s reading strategies, study of gender differences in student achievement in basic education or a study of the impact of strengthened oversight and management on academic achievement.

Task 5: Key Milestones for 2012

- Field data collected and analyzed; and
- Findings reported in written reports and public presentations.

5.2. Document the institutional impact of research collaboration between MESVTEE and higher education institutions. STEP-Up Zambia will promote collaboration between MESVTEE and selected universities. The project will also assist MESVTEE in preparations for hosting the 2013 National Research Symposium to highlight knowledge-sharing and elevate and promote the importance of research in the education community. Additionally, the STEP-Up Zambia team will work with faculty from selected universities (and other institutions of higher learning) and students involved in the illustrative research studies described above to prepare them to present at this symposium.

5.3. Increase in current internship programs. STEP-Up Zambia will work with Zambian universities (and other institutions of higher learning) to define the parameters to involve students in research projects that would help them advance in their careers while meeting the needs of MESVTEE to make evidence-based policy decisions.

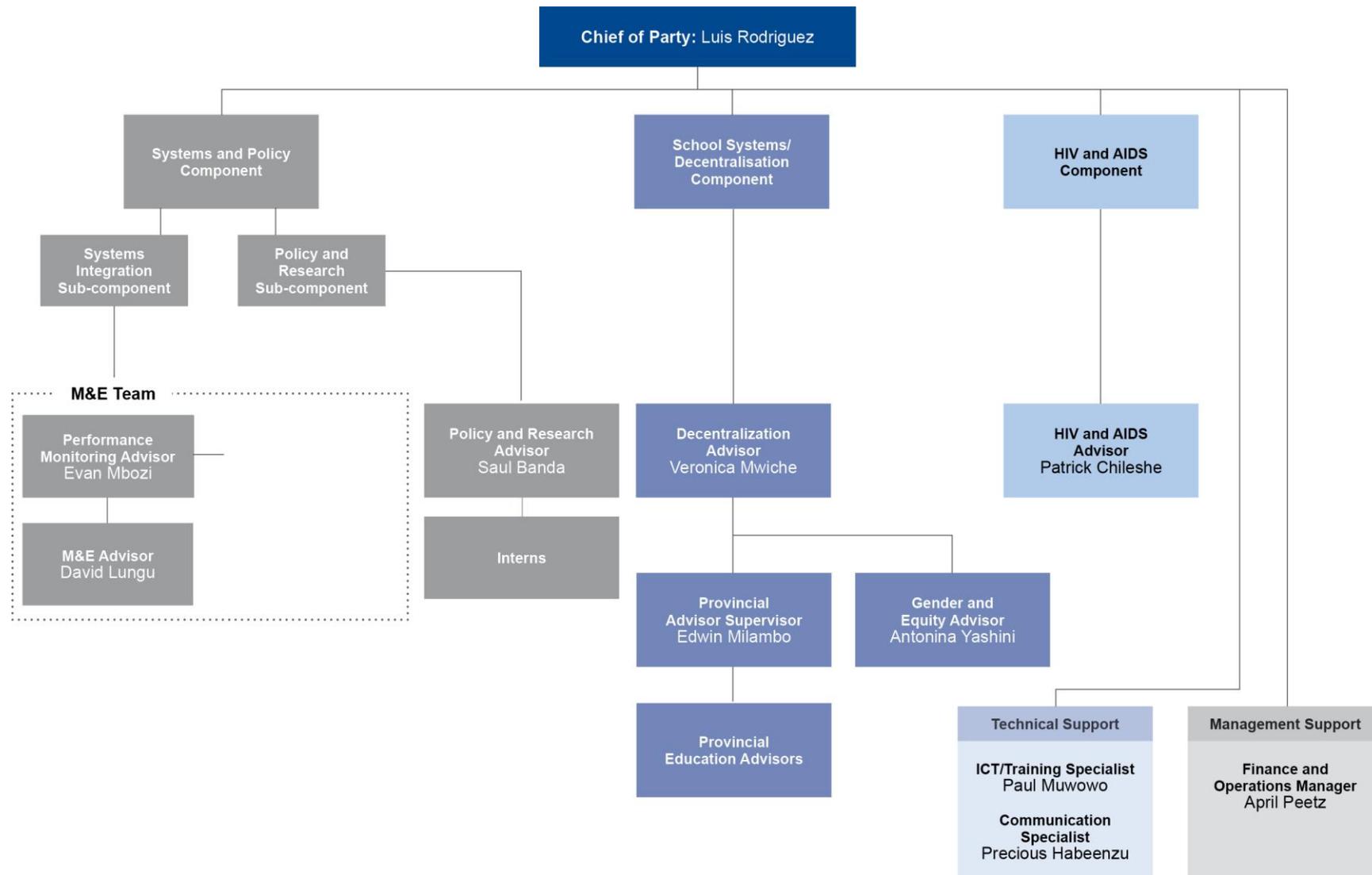
Critical assumptions. Achievement of the strategy for this task and the activities proposed depends on the following assumptions:

- Institutions of higher learning express interest and commitment to participate in this type of policy research;
- Sufficient faculty and students express interest and follow-on commitment to participating in these research activities;
- Sufficient budget is made available to cover the time and expenses of faculty and students to participate in research design, data collection, and analysis and interpretation activities; and
- Necessary MESVTEE and university approvals and support are in place in a time frame that allows participation of STEP-Up Zambia academic partner University of Minnesota and selected institutions of higher learning personnel in the activities described above.

Coordination points (key stakeholders). Key stakeholders in implementation of activities under this intermediate result are:

- Zambian universities or institutions of higher education;
- Faculty and graduate students at selected universities; and
- Policy unit of ministry.

ANNEX A. STEP-UP ZAMBIA ORGANIZATIONAL CHART



ANNEX B. STEP-UP ZAMBIA YEAR 1 WORK PLAN

Major Task	Sub-activities	Point Person	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Task 1: Integrate and strengthen systems for improved decision-making															
1.1. Assist MESVTEE by inculcating a learning environment that fosters evidence-based decision making processes to increase learner performance (STA 1.1)	1.1.1. Introduce change management and knowledge management models to STEP-Up Zambia team	Chief of Party, Change Management/Organizational Development Specialist (CI)						X							
	1.1.2. Identify MESVTEE key participants and assist the ministry in identifying areas of focus for change	Chief of Party, STEP-Up Zambia Key Advisors, Communications Specialist					X	X	X	X	X	X	X		
	1.1.3. Map current decision framework policy and processes and review information flows (national, provincial, district, school)	Policy and Research Advisor, EMIS Specialist STTA-Khulisa, Information Management Advisor, Policy and Research STTA-Khulisa								X	X	X	X		
1.2. Support MESVTEE in assessing the current status of systems, processes, decision points and accountability (STA 1.2, 1.3, 1.4)	1.2.1. Analyze EMIS, financial systems, and HR systems data and through DQA and integrate pre-baseline indicators into all system	Information Management Advisor, EMIS Specialist STTA-Khulisa, ICT/Training Coordinator, STTA AIR				X	X	X	X	X	X				
	1.2.2. Establish dashboard to map and monitor project process and implementation internally	Performance Monitoring Advisor, M&E Manager, Provincial Advisors, HIV&AIDS Advisor					X	X	X	X					
	1.2.3. Establish and produce baseline across functional areas from school level up to the central office, piloting samples at different levels	Performance Monitoring Advisor, M&E Manager, Provincial Advisors, HIV&AIDS Advisor, M&E Specialist STTA-Khulisa						X	X	X	X	X	X	X	X
	1.2.4. Assess and propose requirements for integrated	Performance Monitoring Advisor, M&E Manager, Provincial Advisors,									X	X	X	X	X

Major Task	Sub-activities	Point Person	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
	EMIS/HRIS/IFMIS/bursary system	HIV&AIDS Advisor, M&E Specialist STTA-Khulisa													
	1.2.5. Coach and mentor provincial advisors to train DESOs to use RDQA tool for monitoring quality data	M&E Advisor, STTA-Khulisa, Information Management Advisor, Provincial Advisors, HIV&AIDS Advisor									X	X	X		
1.3. Support MESVTEE in assessing and exploring technology infrastructure that supports the ministry's systems used for decision-making information (STA 1.3, 1.5)	1.3.1. Explore use of other technologies for efficient use in the ministry education system and decision process	Information Management Advisor, ICT/Training Coordinator, Communications Manager						X	X	X	X	X	X	X	
	1.3.2. Determine capacity of current MESVTEE ICT infrastructure (hardware, software etc.) for supporting systems required for decision-making and align it to requirements of the ministry	Information Management Advisor, EMIS Specialist STTA-Khulisa, ICT/Training Coordinator							X	X	X				
	1.3.3. Orient MESVTEE staff in mobile technology and database software for the collection of data from selected schools with the view for its sustainable use	Information Management Advisor, EMIS Specialist STTA-Khulisa, ICT/Training Coordinator										X			
	1.3.4. Explore use of Postgre SQL or other open-source software	Information Management Advisor, EMIS Specialist STTA-Khulisa, ICT/Training Coordinator							X						
1.4. Engage with ministry officials on strategies for private sector engagement in support of needs (STA 1.6)	1.4.1. Engage with ministry officials on strategies on how to approach ICT businesses to assess feasibility of public-private partnerships for support	Chief of Party, Information Management Advisor, ICT/Training Coordinator											X	X	X

Major Task	Sub-activities	Point Person	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
1.5. Explore ICT applications for education systems and processes (STA 1.8)	1.4.1. Engage with ministry officials in identifying an ICT application based on need	Chief of Party, Information Management Advisor, ICT/Training Coordinator											X	X	X
Task 2: Promote equity as a central theme in policy development and education management processes															
2.1. Operational policy implementation guidelines at the school level (STA 2.2)	2.1.1. Collaborate with MESVTEE to implement gender and equity guidelines in schools	Chief of Party, Policy and Research Advisor,							X	X	X				
	2.1.2. Work with DEBS to develop a better understanding of national policy on equity and create a way to clearly convey policy at the school level	STTA Gender Specialist, Performance Monitoring Advisor, Communications Specialist, Provincial Advisor, Policy and Research Advisor, AIR STTA									X	X	X		
2.2. Assist provincial offices in developing communication strategies to raise awareness levels in the communities (STA 2.2)	2.2.1. Collaborate with MESVTEE to implement gender and equity guidelines in schools	Gender and Equity Advisor, Provincial Advisor, Policy and Research Advisor									X	X	X	X	X
2.3. Develop tracking tool to monitor geographical coverage of educational resource allocations for schools on equity-related issues (STA 2.3,	2.3.1. Assess available resource allocation tracking tools being used for schools	Provincial Advisor Supervisor, Provincial Advisors, Policy and Research Advisor, Decentralization Advisor							X	X	X				
	2.3.2. Strengthen and effectively facilitate the use of tracking tools	Provincial Advisor Supervisor, Provincial Advisors									X	X	X	X	X

Major Task	Sub-activities	Point Person	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
2.6)															
Task 3: Institutionalize ministry's management of HIV/AIDS workplace programs															
3.1. Operationalize policy implementation guidelines at the school level (STA 3.1)	3.1.1. Assist the ministry in developing policy implementation guidelines to roll out the updated HIV and AIDS policy to PEOs, DEBS, zones, and schools to ensure all levels understand the policy and school health and equity issues	HIV&AIDS Advisor, Performance Monitoring Advisor, Provincial Advisors				X	X	X	X						
	3.1.2. Assist MESVTEE in developing communication tools for use at HQ, provincial, district, and school levels, based on the policies and guidelines	HIV&AIDS Advisor, Performance Monitoring Advisor, Provincial Advisors						X	X	X					
3.2. Assist MESVTEE in integrating health management support strategies for provinces, districts and schools (STA 3.2)	3.2.1. Collect and analyze appropriate evidence-based approaches related to prevention interventions on AB programming based on international standards and practices for use in the Zambia context	HIV&AIDS Advisor, Performance Monitoring Advisor, Provincial Advisors					X	X	X						
	3.2.2. Implement identified curricula and interventions as appropriate according to recommendations from evidence-based prevention analysis, including Teaching in the Window of Hope-approved curriculum and other centrally managed	HIV&AIDS Advisor, Provincial Advisors					X	X	X						

Major Task	Sub-activities	Point Person	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
	ministry initiatives														
	3.2.3. Share lessons learned from evidenced-based research recommendations to support MESVTEE HIV and AIDS policy process (3.3) related to prevention	HIV&AIDS Advisor, Provincial Advisors									X	X	X		
3.3. Develop and define strategies to work with HIV and AIDS service providers, teachers and local communities (STA 3.3)	3.3.1. Map all relevant stakeholders (identify their roles and responsibilities)	HIV&AIDS Advisor, Policy and Research Advisor, Gender and Equity Advisor, HIV Policy Advisor STTA-AIR							X	X	X	X	X	X	X
	3.3.2. Hold focused discussions with stakeholders to identify links among them	HIV&AIDS Advisor, Provincial Advisors													
	3.3.3. Develop strategies for working with MESVTEE, MOH, and other relevant stakeholders based on audit and mapping exercises in 3.3.1	HIV&AIDS Advisor													
	3.3.4. Coordinate HIV and AIDS and school health programs for integration of services and planning and to ensure equity considerations	HIV&AIDS Advisor, Provincial Advisors													
	3.3.5. Work with identified stakeholders to promote and roll-out new strategies and partnership	HIV&AIDS Advisor, Policy and Research Advisor, Gender and Equity Advisor, Health Communications Advisor STTA-AIR								X	X				
3.4. Provide assistance to MESVTEE to increase	3.4.1. Develop criteria for identifying target areas for C&T service needs and ensuring receipt of results	HIV&AIDS Advisor, Provincial Advisors				X	X								

Major Task	Sub-activities	Point Person	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
provision of counseling and testing services to MESVTEE staff/students for HIV and AIDS status awareness (STA 3.6)	3.4.2. Identify sub-grantees to provide C&T services at the school level	HIV&AIDS Advisor, Grants Manager, Provincial Advisors				X									
	3.4.3. Develop and implement sub-grantee C&T implementation and QC	HIV&AIDS Advisor, Grants Manager, SHN Advisor, STTA - AIR					X	X							
	3.4.4. Sub-grantees deliver C&T services in collaboration with MESVTEE under the direction of HIV advisor and provincial staff	HIV&AIDS Advisor, Grants Manager, Provincial Advisors							X	X	X	X	X	X	X
3.5. Targeted adults and children receiving minimum of one care service increased (STA 3.4)	3.5.1. Develop criteria for identifying target areas and required care services	HIV&AIDS Advisor, Grants Manager, Provincial Advisors				X	X								
	3.5.2. Identify sub-grantees to provide a minimum of one care service based on need	HIV&AIDS Advisor, Grants Manager, Provincial Advisors					X								
	3.5.3. Develop and implement sub-grantee care service implementation with QC	HIV&AIDS Advisor, Grants Manager, Provincial Advisors, HIV and SHN Advisor STTA-AIR							X	X					
	3.5.4. Sub-grantees deliver a minimum of one care service with MESVTEE under direction of HIV advisor and provincial staff	HIV&AIDS Advisor, Grants Manager, Provincial Advisors									X	X	X	X	X
3.6. Pre-service training for community health and para-social workers delivered (STA 3.5)	3.6.1. Identify beneficiaries and possible CHW and para-social trainers	HIV&AIDS Advisor, Grants Manager, Provincial Advisors				X	X	X							
	3.6.2. Support MESVTEE and MOH at the district level to identify trainees for CHW and para-social workers	HIV&AIDS Advisor, Grants Manager, Provincial Advisors							X	X	X	X	X	X	X

Major Task	Sub-activities	Point Person	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
	3.6.3. Identify sub-grantees to implement the training to CHW and para-social workers	HIV&AIDS Advisor, Grants Manager, Provincial Advisors						X							
	3.6.4. Implement sub-grantee CHW and para-social working training implementation with QC	HIV&AIDS Advisor, Grants Manger, Provincial Advisors, HIV and SHN Advisor STTA-AIR							X	X					
	3.6.5. Sub-grantees deliver CHW and para-social workers training with MESVTEE and MOH under direction of HIV advisor and provincial staff	HIV&AIDS Advisor, Grants Manager, Provincial Advisors									X	X	X	X	X
Task 4: Strengthen decentralization for improved learner performance															
4.1 Deploy Provincial Advisors in provinces (STA 4.1, 4.2, 4.3, 4.4, 4.5, 4.6)	4.1.1. Deploy currently hired Provincial Advisors; hire and deploy remaining Provincial Advisors; set up offices, financial systems, and transportation systems (vehicles and drivers)	Chief of Party, Provincial Advisor Supervisor, Operations and Finance Manager, Office Manager, Accountant						X	X	X	X	X	X		
4.2. Support development of strategic plans for provinces, districts, and schools that will contribute to improved learner performance, focusing on reading. (STA 4.2, 4.3, 4.4)	4.2.1. Facilitate collaborative planning meetings with PEO, DEBS, zone, head teachers, teachers, schools, community.	Chief of Party, Decentralization Advisor, Policy and Research Advisor, Provincial Advisors,										X	X	X	X
	4.2.2. Assist process of strategic planning with PEO, DEBS, zone, head teachers, schools, and communities. Facilitate use of innovative tools to improve learner performance Produce plan for baseline "decentralization"	Provincial Advisors, Information Management Advisor, Decentralization Advisor, Policy and Research Advisor													

Major Task	Sub-activities	Point Person	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
	component														
4.3. Foster and support school mapping and identification of local networks in order to rationalize distribution of education support resources to support learner performance with an emphasis on reading. (STA 4.1, STA 4.2, STA 4.6)	4.3.1. Facilitate engagement between central ministry and PEOs and DEBS on importance of information sharing of existing maps and other relevant data.	Chief of Party, Provincial Advisor Supervisor, Provincial Advisor, ICT Specialist, Communications Specialist,						X	X	X	X	X	X	X	X
	4.3.2. Support PEOs, and DEBS in determining creative solutions for improved reading based on mapping information.	Decentralization Advisor, Policy and Research Advisor, Provincial Advisor Supervisor, Provincial Advisor, Information Management Advisor, Communication Specialist							X	X	X	X	X	X	X
	4.3.3. Strengthen and assist/facilitate dissemination of (share publically) district-level profiles and school performance plans.	Provincial Advisor Supervisor, Provincial Advisor, Policy and Research Advisor, Communications Manager												X	X
4.4. Support Directorate of Standards' monitoring and evaluation process improvement. (STA 4.2, STA 4.3, STA 4.5, 4.6)	4.4.1. Collaborate with Directorate of Standards in developing a strategic plan	Decentralization Advisor, Decentralization STTA AIR							X	X	X				
	4.4.2. Facilitate development of Directorate of Standards' accountability system for standards and assessment of learner performance improvement	Decentralization Advisor, Decentralization STTA AIR, Provincial Advisor Supervisor, Provincial Advisors											X	X	
	4.4.3. Strengthen and operationalize communication channels within the Directorate of Standards focusing on the	Communications Manager, Provincial Advisor Supervisor, Provincial Advisor									X	X	X	X	X

Major Task	Sub-activities	Point Person	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
	lower tiers														
4.5. Foster and support reading (STA 4.1, STA 4.2, STA 4.4, 4.5)	4.5.1. Assessment by province and district of what current reading programs exist, including government and NGO-sponsored programs.	Provincial Advisor Supervisor, Provincial Advisors									X	X	X	X	X
4.6. Foster stakeholder awareness around education issues at the district and provincial level (STA 4.6)	4.6.1. Conduct baseline to determine the extent to which stakeholders understand national education goals and their responsibilities and meaning at their level	Decentralization Advisor, Provincial Advisor Supervisor, Provincial Advisors, Policy And Research Advisor										X	X		
	4.6.2. Support implementation of guidelines and standards for DEBS to engage parents around school, learner, and teacher performance and education standards (accountability model)	Decentralization STTA AIR, Provincial Advisor Supervisor, Provincial Advisor									X	X	X	X	X
	4.6.3. Support development of guidelines for DEBS around community engagement activities for the encouragement of private investment in education	Decentralization Advisor, Provincial Advisor Supervisor, Provincial Advisor, Chief of Party								X	X	X	X	X	X
4.7. Support the growth of the demand side of service delivery in basic education (STA 4.7)	4.7.1. support provinces and districts to establish and operationalize multi-stakeholder platforms as a means for wider stakeholder participation in education management and delivery; 4.7.2 Identify and	Provincial Education Advisors, Decentralization Advisor, Provincial Education Supervisor, Chief of Party								X	X	X	X	X	X

Major Task	Sub-activities	Point Person	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
	strengthen relevant national and local civil society organizations to effectively carry out evidence based policy influencing in the education sector.														
4.8. Assist MESVTEE in developing guidelines and standards for public-private partnership investments, interventions, and support for the education sector (STA 4.8)	4.8.1 Support the Ministry to effectively package and communicate information on education in order to facilitate the availability of information for mutually beneficial investment by private sector; 4.8.2. Facilitate Relationship brokering based on information exchange	Decentralization Advisor, Chief of Party								X	X	X	X	X	X
4.9. Support Provinces and Districts in producing community awareness campaigns based on best practices (STA 4.9)	4.9.1. Strengthen local CSO's in community mobilization and sensitization and use of education information; 4.9.2. Leadership and management capacity development for provincial and district officers for effective community relationships	Decentralization Advisor, Provincial Education Advisors								X	X	X	X	X	X
4.10. Increase effective usage of standard tools (STA 4.10)	4.10.1. Support provinces and districts to collect, collate and analyze results and performance as a result of using standard tools in order to facilitate up-scaling	AIR STTA, Decentralization Advisor, Provincial Education Advisors								X	X	X	X	X	X
Task 5: Engage Zambian Institutions of higher education in MESVTEE policy research and analysis															

Major Task	Sub-activities	Point Person	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	
5.1. Facilitate development of relevant policy research by higher-education institutions (STA 5.1)	5.1.1. Assist MESVTEE in refining research agenda	Policy and Research Advisor, Performance Monitoring Advisor														
	5.1.2. Develop a research collaboration framework with MESVTEE and institutions of higher education	Policy and Research Advisor, Performance Monitoring Advisor, Education Specialist STTA-University of Minnesota, Zambian institution of higher education									X	X				
	5.1.3. Explore potential research areas such as: Study of gender differences in student achievement in basic education: Sub-activity 1: study design and instrument development workshop; 2. field data collection; 3. data analysis workshop; 4. study dissemination	Policy and Research Advisor, Performance Monitoring Advisor, Education Specialist STTA-University of Minnesota, Zambian institution of higher education										X	X	X	X	X
	5.1.4. Potential research area: Study of teacher careers, to be conducted in conjunction with the study on gender differences in student achievement	Policy and Research Advisor, Performance Monitoring Advisor, Education Specialist STTA-University of Minnesota, Zambia institution of higher education										X	X	X	X	X
5.2. Document institutional impact of research collaboration between MESVTEE and higher-education institutions (STA 5.2)	5.2.1. Document collaboration among MESVTEE, Zambian institutions of higher education	Policy and Research Advisor, Performance Monitoring Advisor									X	X				
	5.2.2. Assist MESVTEE to prepare to host 2013 national research symposium	Policy and Research Advisor, Performance Monitoring Advisor, Education Specialist STTA-University of Minnesota, University of Zambia												X	X	

Major Task	Sub-activities	Point Person	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	
5.3. Increase in current internship programs (STA 5.3)	5.2.3. Involve Zambian university students in research	Policy and Research Advisor, Performance Monitoring Advisor												X	X	
Project Operations																
Identify, establish, and maintain facilities to ensure compliance with local regulations, and staff safety and security	Identify space and negotiate leases for new project offices and expatriate residences	Finance and Operations Manager, Accountant, Office Manager, Office Assistant		X	X											
	Establish project office layout and procure required furniture and equipment to move in				X	X										
	Comply with all environmental and safety laws for office premises					X	X	X	X	X	X	X	X	X	X	
Spearhead local procurement process to ensure compliance with GRZ, USAID, and Chemonics regulations	Prequalify vendors for local procurements and select vendors that provide the best-value offer					X	X									
	Procure office furniture, IT equipment, and project vehicles in accordance with USAID policies					X	X	X								
	Ensure procurements are fully documented and competitive (quotes, vendor analysis, neg. memos, POs, requisitions, etc.)					X	X	X	X	X	X	X	X	X	X	X
	Undertake filing, archiving, and retrieval of local procurement records				X	X	X	X	X	X	X	X	X	X	X	X
Develop and manage HR process to ensure	Lead recruitment, hiring, placement, induction process of new project employees					X	X									

Major Task	Sub-activities	Point Person	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	
compliance with GRZ, USAID, and Chemonics policies and procedures	Develop a policies and procedures manual for project staff in compliance with GRZ labor law				X											
	Facilitate staff performance management process, including offering training on Chemonics business conduct standards					X										
	Manage, negotiate, and facilitate procurement of staff-related insurance (life, medical, etc.)		X	X												
	Ensure compliance with all labor laws (Employment Act, Labor Relations, etc.) and ensure staff are trained accordingly				X	X	X	X	X	X	X	X	X	X	X	X
	Develop a formal orientation pack and program for new hires				X	X										
	Ensure filing, archiving, retrieval of personnel records are complete and accurate				X			X			X			X		
	Process travel permits and visas for all staff, including work permits for expats				X	X										
					X											
Develop and maintain a filing, archiving, and retrieval system to ensure compliance and enhance project operations	Create central archiving space storage for project functional areas				X											
	Ensure compliance with Chemonics filing system for hard copy and electronic files					X	X	X	X	X	X	X	X	X	X	
	Conduct annual desk audits to ensure all files are in place, up-to-date,														X	

Major Task	Sub-activities	Point Person	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
	and accurate														
Manage project travel and transportation needs to enhance operational efficiency and cost effectiveness	Develop an all-inclusive, cost-effective, and efficient transportation policy for project (for office, field travel)					X									
	Ensure in-country land and air travel are planned for traveling consultants and staff			X	X	X	X	X	X	X	X	X	X	X	X
	Facilitate airport transfers for international travelers			X	X	X	X	X	X	X	X	X	X	X	X
	Manage accurate and complete vehicle mileage and fuel logs for all project vehicles and field trips using rented vehicles			X	X	X	X	X	X	X	X	X	X	X	X
	Monitor fuel consumption and vehicle performance (for project-owned and leased vehicles)			X	X	X	X	X	X	X	X	X	X	X	X
	Insure and obtain appropriate licenses for all project-owned vehicles			X	X										
	Arrange accommodation and local transport needs for project visitors			X	X	X	X	X	X	X	X	X	X	X	X
Develop and maintain inventory management system for effective project operations	Update inventory tracker additions, write-offs, disposals, and movements and tag all assets					X	X	X	X	X	X	X	X	X	X
	Ensure all project assets (vehicles, office equipment, furniture, etc.) are accounted for in the inventory tracker					X	X	X	X	X	X	X	X	X	X
	Carry out quarterly physical verification of						X			X			X		

Major Task	Sub-activities	Point Person	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
	assets														
Develop and maintain risk management strategies to ensure staff safety and security	Write and update emergency action plan to reflect current situation at least quarterly					X			X			X			X
	Update staff regularly on security situation around the country						X	X	X	X	X	X	X	X	X
Support communication strategies to ensure compliance with ADS 303	Gather input from all technical staff to send to the home office in the "daily" email detailing the project's outstanding issues				X	X	X	X	X	X	X	X	X	X	X
	Participate in weekly telecom with Chemonics home office to discuss project operations and follow through on all matters raised				X	X	X	X	X	X	X	X	X	X	X
	Ensure vacancy announcements, tenders, etc. meet USAID branding requirements				X	X	X	X	X	X	X	X	X	X	X
	Prepare signage for office; posters, banners, business cards, staff IDs, etc. in compliance with the branding and marking plan				X	X	X								
Develop and manage project IT infrastructure to enhance project operations	Ensure uninterrupted server administration (MS Exchange, Active Directory, Anti-virus, etc.)					X	X	X	X	X	X	X	X	X	X
	Manage project's Windows applications (Windows XP, Windows 7, Vista, MS Office, etc.)					X	X	X	X	X	X	X	X	X	X
	Manage IT network (LAN, wireless connectivity,					X	X	X	X	X	X	X	X	X	X

Major Task	Sub-activities	Point Person	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec		
	email addresses, add, terminate users, assign rights and access, re-set passwords, etc.)																
Financial Management																	
Write financial reports, track and monitor project expenditures	Establish field-office financial systems in compliance with USAID and Chemonics regulations	Home-office finance and compliance STTA		X	X												
	Open project bank account	Finance and Operations Manager, Accountant		X	X												
	Register with Zambian Revenue Authority			X	X												
	Generate "locals" for home-office review and invoicing of field operating expenses						X	X	X	X	X	X	X	X	X	X	
	Prepare staff payroll monthly						X	X	X	X	X	X	X	X	X	X	
	Write accrual reports (SF245 & Excel) for USAID submission quarterly, including data on project contract commitments							X			X			X			
	Update budget monitor monthly with actual expenditures to compare against projections and share results with chief of party						X	X	X	X	X	X	X	X	X	X	X
	Process VAT exemption forms						X	X	X	X	X	X	X	X	X	X	X
	Prepare staff quarterly and annual income tax reports and submit to ZRA							X			X			X			
	Reconcile bank accounts monthly						X	X	X	X	X	X	X	X	X	X	X

Major Task	Sub-activities	Point Person	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Conduct internal controls review of finance files to minimize potential rise of unallowable expenses	Ensure all timesheets are accurate and originals are on file		X	X	X	X	X	X	X	X	X	X	X	X	X
	Perform inventory controls to review tracker against actual inventory review						X			X			X		
	Review project expense reports submitted by staff for payment		X	X	X	X	X	X	X	X	X	X	X	X	X
	Review project vehicle logs for accuracy and completeness and report findings to chief of party and deputy chief of party					X		X		X		X		X	
Increase cost-effectiveness of field-office expenditures	Train staff on expenditures that are considered allowable, allocable, and reasonable by USAID								X						X
	Organize, lead, and support budgeting and forecasting reviews for home-office submission					X						X			
	Participate in procurement RFP evaluation committee to conduct drugs cost and price analysis						X			X			X		
	Ensure all vendors' bid analyses are appropriately filed		X	X	X	X	X	X	X	X	X	X	X	X	X
Regularly review project budget expenditures against a cost variance analysis	Develop and review team leaders' budgets, and create annual corporate and project budgets; make budget revisions as needed.					X						X			X
	Upload project budget numbers into budget monitor database for						X	X	X	X	X	X	X	X	X

Major Task	Sub-activities	Point Person	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec		
	tracking																
	Generate monthly expenditures vs. projections variance reports for team leaders and managers, to support improved field financial management			X	X	X	X	X	X	X	X	X	X	X	X	X	
	Coordinate monthly budget meeting with chief of party to discuss results and share information on variances with project management unit to support writing of the monthly budget memo			X	X	X	X	X	X	X	X	X	X	X	X	X	X
	Review monthly projected budget versus actual expenditures for technical areas to ensure project is not over/under budget. Inform chief of party and technical teams of any issues and support remediation			X	X	X	X	X	X	X	X	X	X	X	X	X	X
	Submit appropriate financial reports to USAID as needed							X				X		X			
Project Communications																	
Ensure clear project communications about project work to key stakeholders	Host project launch event	Communications Specialist					X										
	Write and submit a BIP/MP to USAID for approval				X												
	Develop a project communications strategy					X											
	Produce, collect, write, and edit content for monthly e-bulletin to key stakeholders					X	X	X	X	X	X	X	X	X	X	X	

Major Task	Sub-activities	Point Person	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	
	Develop a stakeholder contact list and a media list for easy circulation of information				X											
	Document project impact stories and innovations to share with stakeholders and partners once project is in full swing					X	X	X	X	X	X	X	X	X	X	X
Establish systems to disseminate regular project success and information for USAID's website, newsletters, and other channels	Develop project website; collect, write, and edit content (including photos) for it							X								
	Plan and conduct field trips to collect project success successes and information								X			X			X	
	Liaise with Ministry of Education and the media on field visits and take one reporter on each field visit								X			X			X	
	Ensure visibility and compliance with branding on news releases, PowerPoint presentations, project reports							X	X	X	X	X	X	X	X	X
Create project materials and templates	Develop information fact sheets detailing activities of each technical component							X	X							
	Develop a database for all project materials and document templates to be available to internal staff						X									