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STRENGTHENING EDUCATIONAL PERFORMANCE - UP (STEP-UP ZAMBIA)

YEAR 2 WORK PLAN (FEBRUARY 12, 2013)

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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 Accomplishments To-Date

The Government of the Republic of Zambia (GRZ), through its Ministry of Education Science Technology and Vocational Training and Early Education (MESVTEE), is committed to strengthening oversight functions and accountability to ensure efficiency and effectiveness in the delivery of educational services. USAID is providing technical assistance to the MESVTEE through the Strengthening Educational Performance-Up (STEP-Up) Zambia project to provide senior managers contextually relevant information and appropriate oversight and management tools (i.e. policies, guidelines, strategies) to stimulate management practices that increase accountability for results. The project seeks to transform management norms systemically to focus on learning, strengthen evidence-based decision making through the systematic collection of early grade reading assessment data, improve policies in reading instruction, and enhance leadership and management at the different levels of the MESVTEE – headquarters, province, district, and school. Using PEPFAR funds, the STEP-Up Zambia project is also strengthening the MESVTEE’s institutional capacity to mitigate the impact of HIV/AIDS on teaching and learning. Through experiential diagnostic approaches, focused on results, STEP-Up Zambia is supporting the MESVTEE to build consensus on strategies to address poor educational performance and develop management systems for sustainable improvements in reading achievement.

Chemonics International was awarded the STEP-Up Zambia contract on December 6, 2011. In collaboration with our partners — American Institutes for Research, and the regents of the University of Minnesota — and with oversight and guidance from USAID, mobilization began immediately after contract award. The project’s scope expanded midway through the first year to include all 10 provinces to enable maximum footprint, and added a heavy focus on reading achievement in alignment with Goal 1 of USAID’s education strategy: Improved Reading Skills for 100 Million Children in Primary Grades by 2015.

In the first year of implementation, the STEP-Up project embedded staff in the ministry’s headquarters, and also deployed nine out of 10 Provincial Advisors (PAs) in Provincial Education Officer’s (PEO) offices so as to work in close contact with PEOs and District Education Board Secretariats (DEBS) in their respective regions. As a result of this collaboration at provincial and national level, the STEP-Up project developed close working relationships with the ministry’s executive branch (PS and minister’s office), as well as Directorates of Standards and Curriculum, Planning and Information, Teacher Education and Special Services (TESS), Open and Distance Education (DODE), Human Resources, as well as the HIV/AIDS representative and the Public Relations Officer, two functions in the ministry that still have no portfolio status.

The summary outcome of all these activities is that the STEP-Up Zambia project is “mobilizing” all sectors in the MESVTEE to influence the way education is managed in order to achieve better pupils’ performance, hence the requirement of a “Whole System Reform.” This process however needs to be validated, acknowledged and most importantly, endorsed by ministry’s authorities at all levels. Accordingly, the project has undertaken joint

trips with ministry officials at central, provincial, and district levels throughout the country to immerse them in issues undermining learning in schools. These joint trips are structured so that they are systemic (consisting of leaders and representatives of power structures at all levels), pragmatic in approach (drawing particularly on contextual realities), deliberative (at their conclusion the joint team arrives at some consensus about what to do, how, by whom, what date and what targets would be achieved), empowering of lower tiers (district and school heads participate in problem identification and solving exercises that are based on factual information and are non-threatening), and in doing so trigger transformation. The principle tenet of this approach is that unless we can connect literally with the hearts of system leaders to achieve higher levels of problem awareness, trust and accountability, it is virtually impossible to sustainably improve the quality of education. The goal of the approach is to lead from behind and catalyze action for sustainable system reform. Building on this early success is the task of STEP-Up's year 2 endeavor.

The fact that the field trips have created an opportunity to positively influence change has been documented by the project as “a-ha” moments – that soon after have translated into plans and activities designed to address some of the key aspects contributing to the poor reading performance of students in Zambia. As a consequence of these ground-truthing experiences, a series of activities have been jointly identified by the project and ministry officials for action:

- 1) Recognizing the need to develop a more strategic and longer-term vision for their work, provinces initiated and completed strategic planning sessions in all 10 provinces;
- 2) The Directorate of Standards and Curriculum has embarked on a process to update MESVTEE's performance monitoring strategies to develop a better understanding of how to monitor the quality of education delivery in order to move beyond just gathering information on inputs and the formal aspects of teacher behavior in the classroom.
- 3) Provinces and districts are embarking on developing reading assessment instruments based on the PRP approach with a view to developing data bases on early grade reading achievement. The respective units also will use the data to track their progress towards achieving provincial targets set by the Kabwe meeting;
- 4) The Directorate of Standards and Curriculum also acknowledged that poor reading performance is linked to implementation of the Primary Reading Program (PRP) and decided to reevaluate the program's delivery and impact and to assess whether or not the program should continue, undergo modifications, or be replaced by new options to improve primary schools pupils' reading skills;
- 5) Close coordination with the HIV/AIDS representative at MESVTEE resulted in development of a two-fold approach: the first, the development and piloting of the “Health Fair” day activity, designed to bring awareness and health services to 52 initial education zones in rural areas, covering approximately 40,000 people (teachers, and community members) in rural areas; The second approach, a more policy-oriented one, consists of a revision of the current HIV/AIDS policy at the central ministry with the proposition of elevating the HIV/AIDS work to portfolio status and its inclusion in every schools' health agenda.

- 6) MESVTEE’s public relations officer, with the agreement of the Permanent Secretary and the Minister, requested assistance from STEP-Up to build the capacity of the “communications arm” of MESVTEE. To that effect a communication strategy for the ministry that employs a knowledge sharing approach is being developed with STEP-Up support that will feature activities to develop the awareness and commitment of the Zambian education community and broader society to removing barriers to improving reading outcomes for students.

STEP-Up’s mandate is to support the MESVTEE to create an enabling environment for improved education delivery. This translates into a very simple but certainly complex goal: Bringing the education managers to understand the need for a “Whole System Reform” that brings the education sector in line with Zambia’s ultimate development goal: to make Zambia a mid-level developing country by 2030. Year one implementation has created the conditions for change to materialize and generate momentum for action. Year two will be the year to operationalize change.

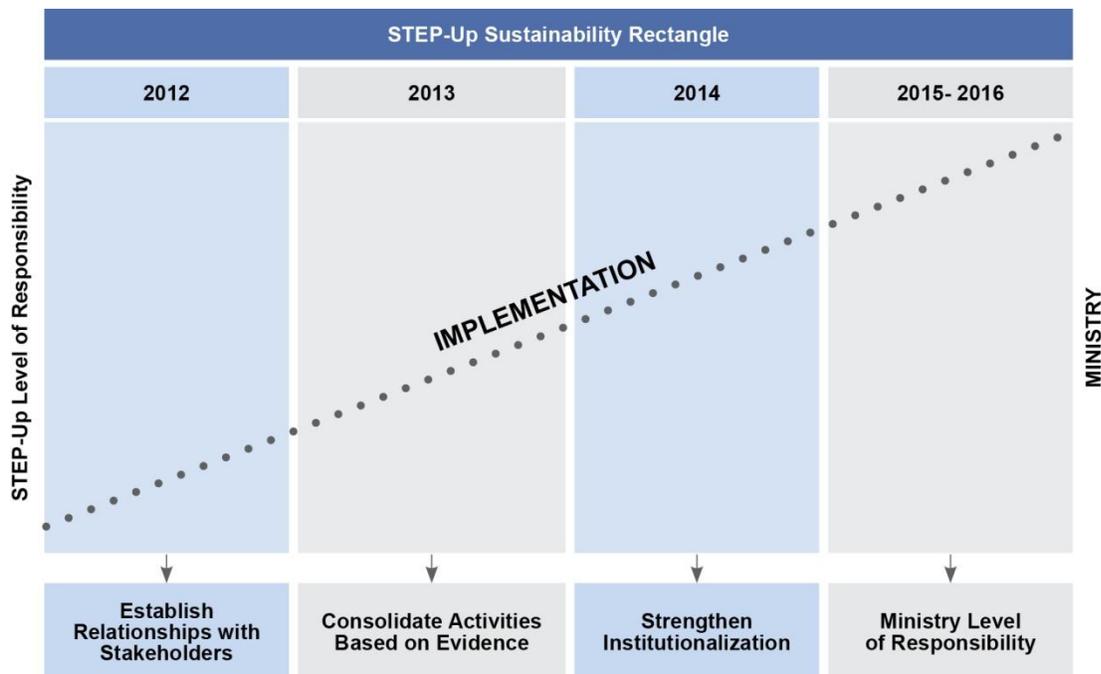
In addition to working with the government, the project has managed to work closely with other non-governmental actors operating within the education system. The potential enthusiasm and energy emanating from community organizations, local leaders, and the private sector in support of the education sector however, still needs to be organized and channeled to achieve a “Whole System Reform”. Specifically, a multi-sector approach must coalesce behind one critical objective: Improved reading performance of students in the system. In addition, private sector contributions need to be organized around structured parameters and shared plans. One of the parameters offering structure to this support are the learner performance strategic plans that each province has put in place with STEP-Up’s support to achieve its education development goals. These plans, which set provincial targets for improved pupil performance in reading, should guide stakeholder input and collaboration.

The STEP-Up Zambia project’s approach to institutional strengthening, as part of this “Whole System Reform” concept is that it needs to assert 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 to build interventions informed by these aspects in order to achieve the greater result of systemic change. 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 (e.g., guidelines, policies and long-term strategies), and through partnership with the private sector, learners’ performance is expected to increase by 15 percent by the end of the project’s implementation period.

In year one, STEP-Up also initiated collaboration with local colleges and universities to support these institutional changes by producing research contributing to evidence-based approaches to specific problems that provinces and districts must address to increase performance levels. The research agenda identified through this exercise responds to practical issues emerging from the field with emphasis on actionable solutions. STEP-Up

expects that, through this process, a new results-oriented relationship between higher education institutions and field-level education actors will emerge leading to real solutions to problems affecting students’ performance in schools.

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



After one year of activity, STEP-Up is well along the path towards achieving real results for Zambia’s education system. In year one, this has meant providing timely, demand-driven support around planning for learning achievement, modeling best practices to assist the MESVTEE in creating an environment of ownership, and a focus on leveraging existing MESVTEE resources to improve early grade reading. In year two, the extensive relationships and strategic planning carried out in the first year will be consolidated around coordinated activities to achieve pre-determined learner performance targets. Through dissemination of policies and guidelines, developing and piloting local data collection systems, and institutionalizing a culture of assessment and monitoring of reading achievement, STEP-Up will support MESVTEE’s delivery of improved education services. Exhibit 1 above is a time-oriented graphical representation of how the STEP-Up Zambia program will meet its targets and exit strategy over five years.

Progress Towards Year One Targets. Year one implementation of STEP-Up moved ahead of pace, with the project meeting six of the targets described in the year one work plan and is making significant progress in the rest:

Year One Target	Status
Consolidated working relationships with MESVTEE staff with a focus on elevating expectations regarding roles and responsibilities	Achieved: Working relationships established with national, provincial, and district-level MESVTEE staff.
MESVTEE positioned to directly apply learner performance data to planning and budgeting at the central, provincial, district, and school levels	In process: Work in 40 districts, distributed across 10 provinces, has begun. Initially the concept is to introduce changes in the way that district education offices collect data and make decisions centered on pupils' performance outcomes. A change in the system at this level will then be reproduced at higher levels of the system.
Enhanced EMIS integrated with other information systems (financial and human resource) and steps taken to achieve online deployment	Objective under review: First year focus was restricted to EMIS exclusively and diagnosing data and implementation issues, to be followed by a focus in year two on other associated systems.
Learner improvement strategies reviewed jointly with MESVTEE staff at different levels, with a focus on improving their quality; Responses proposed to identify challenges, financing, and implications for oversight and management functions	In process: Reviews carried out in the 36 districts where STEP-Up supported strategic planning took place
Equity strategy informed by learner performance data developed jointly with MESVTEE	In process: An external consultant has been identified and a gender strategy assessment is scheduled for the second half of February 2013.
Delivery of HIV/AIDS services expanded to lower levels, and MESVTEE assisted to update its HIV/AIDS policy and workplace program	In process: pilot health fair was held, and fairs in five provinces targeting 25,000 people are scheduled to take place in early February 2013. Delays in the implementation of this process were due to conflicts with school examinations calendar.
MESVTEE supported to undertake research as described in its research agenda, including working with higher education institutions	In process: a pilot research effort underway with Charles Lwanga College of Education and MESVTEE in Southern Province
Strategy outlined to engage students of higher education institutions as interns	In process: a pilot research effort underway with Charles Lwanga includes the

	engagement of students as interns
Impetus created for public-private partnerships with a focus on sustainably incentivizing performance among provinces, districts, and schools	In process: a first meeting between the North-Western Province education office and private sector companies was sponsored by STEP-Up in October 2012. The meeting launched an ongoing dialogue between both parties that is producing the first private sector-supported activities in line with MESVTEE's education priorities
At least one public-private partnership facilitated with a focus on sustainably incentivizing performance among provinces, districts and schools	In process: see status of target above
MESVTEE communications strategy solidified to convey messages to the public on issues of learner performance	In process: Strategy document undergoing finalization with MESVTEE directorates
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.	In process: initial document on how to develop the policy research agenda, produced and waiting for a meeting with the PS to be discussed and approved

In addition, activities undertaken in year one also initiated progress towards 11 of the 13 stated goals for year two.

Reflecting on the project's year one work plan, two aspects scheduled for implementation have not yet been fully addressed: the construction of an enhanced Education Management Information System (EMIS), and an assessment of gender-based issues in accessing education. The ground-truthing trips carried out in the 10 provinces of Zambia revealed large gaps in terms of information and data collection and reporting. At a local level, and due to a lack of understanding of the value of data to inform decision making, data reported was not always accurate and reliable. Thus at the central level, data used to feed the EMIS provided reports that could not be considered representative of realities in the field. Furthermore, the project found that EMIS is not always used as a tool to inform decisions made at the central level. Users of EMIS reports are restricted mainly to the donor community for use in their own reporting requirements, and to prepare for the annual joint review with the ministry, once per year.

Inadequate human capacity to collect and process data at school, zone and district levels has also contributed to inaccuracy of the data and information. Some schools do not keep proper records, which makes it difficult for heads of schools to accurately fill in the data forms. In some cases, inaccurate data and information are purposely submitted due to pressures or

private concerns. This is magnified by lack of feedback and dissemination of data to the school level, contributing to disempowerment and demotivation.

Moreover, various education data has been collected from schools. The very critical question is how much data was processed and utilized out of the collected data and how much data reached the policy makers and other users. Dissemination and utilization of data at various levels are the most lacking components in the current EMIS.

In view of the above challenges, there is a need to review the current system of data collection, processing/management, utilization, dissemination and storage and develop a comprehensive and user friendly local EMIS system (LEMIS), which allow an effective monitoring and evaluation of education for promotion of local reform and decentralization (see Task Area 1 activities). This will enable tracking progress towards and meeting reading targets set at the meeting of MESVTEE standards officer in Kabwe supported by STEP-Up Zambia, as well as tracking general learner assessment and ensuring that pupils are counted only once and all the way through their education (from grade 1 to 12) to avoid duplication of counting as they move across schools through transfers.

Gender is addressed in year two as a component of the equity task area (Task 2) in the STEP-Up results framework. At first glance, MESVTEE's policies emphatically addresses gender equity and education for all policies as part of their understanding of providing to all sectors of Zambian society equal opportunities to achieve better life standards. Official statistics on enrollment and teacher recruitment show parity in gender distribution. Ground-truthing trips, however, showed a very different reality: children accessing primary school may be at an equal parity in terms of gender, but soon after they register, the system and other factors begin discriminating against girls, lower income students, and vulnerable children. Little by little they are "pushed out" by a discriminatory system propagated not only by the school and its leadership, but by the social environment and its prevailing culture (early marriages, teenage pregnancies, child labor, etc.). Despite ministry policies mandating gender parity for hiring, which is observed, statistics show that positions of responsibility are largely given to men rather than women. In the total count of mid- and high-level education officials attending STEP-Up Zambia sessions (strategic planning and other) the proportion of education officials participating in functions at the provincial and district levels was 75% men and 25% women. Therefore, at the end of this first year, STEP-Up Zambia has decided to take a more proactive stand to better understand and address the underlying management issues causing this disparity through a series of assessment-informed activities.

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 improved educational achievement in reading by 2017. STEP-Up Zambia will work toward four sub-intermediate results and six 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

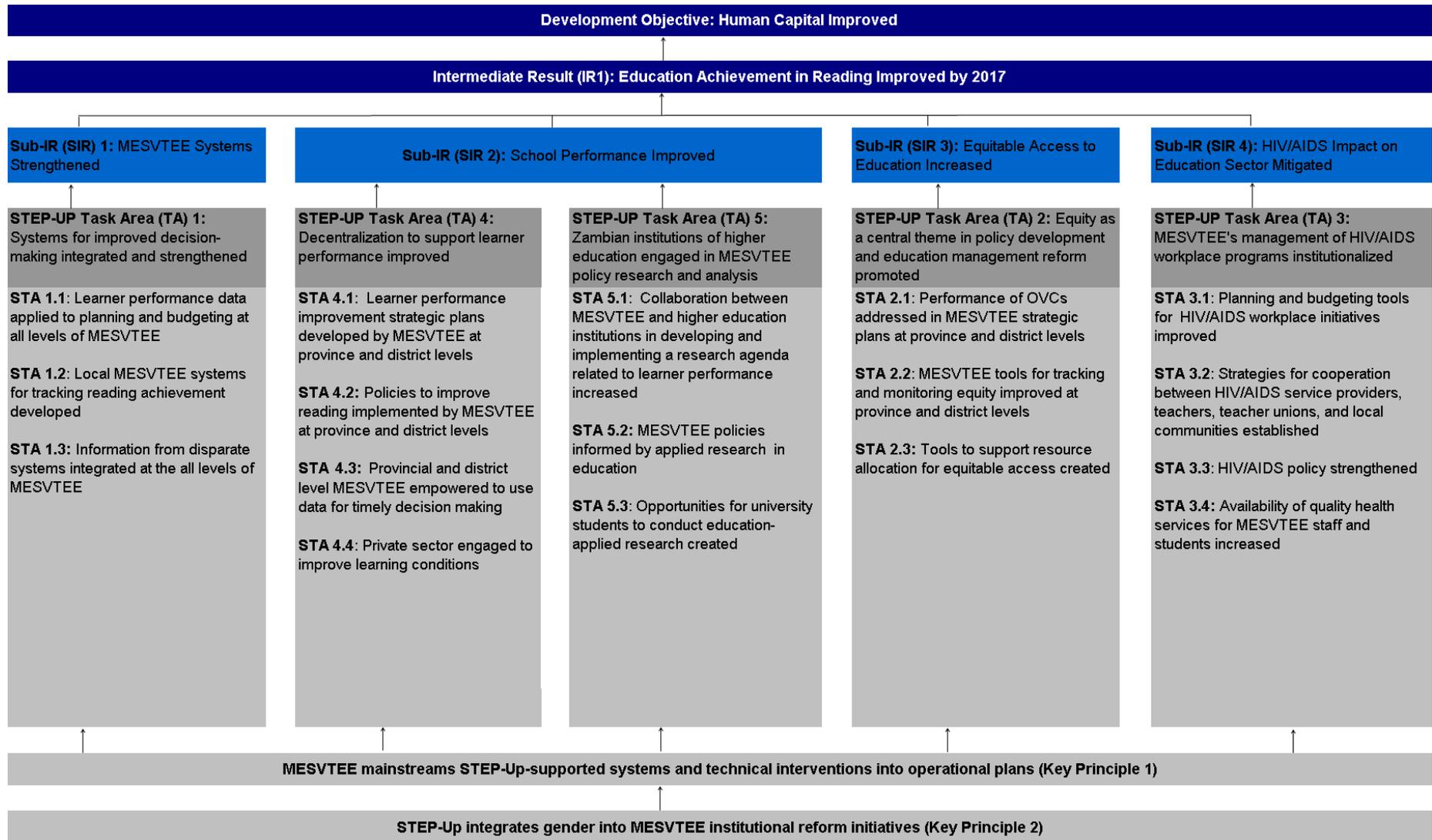
- Sub-intermediate Result 3 (SIR 3): Equitable access to education increased
- Sub-intermediate Result 4 (SIR 4): HIV/AIDS impact on the education sector mitigated

The six 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);
- Engage Zambian institutions of higher education in MESVTEE policy research and analysis (cross-cutting); and
- Improve strategic communications functions at all levels of MESVTEE (cross-cutting).

Performance indicators for each SIR and task are detailed in the STEP-Up Zambia performance monitoring and evaluation plan.

Exhibit 2. STEP-Up Zambia Results Framework



Two key principles guide activities throughout STEP-Up Zambia:

- *Key Principle 1: Sustainable learning outcomes through strengthened education management.* In year one, a dialogue process between STEP-Up and MESVTEE initiated from the very beginning of the project has now produced a communication environment conducive to a sustainable learning process. This dialogue is based on engagement with the central ministry as well as provincial and district ministry staff in their operating environments, whereby both project and ministry staff experience direct contact with the reality of education delivery at the ground/school level and learn from it.
 - 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.* This principle has been one of the key aspects of ground-truthing activities undertaken during the first year of project implementation and is informing activities to be undertaken during year two, beginning with the gender assessment to be implemented in February 2013
 - 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 MESVTEE and USAID. The team will use a collaborative approach with USAID 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 Director of Operations and Staff Development Sarah Grausz, 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; 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 meets 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 also meets regularly with the four other USAID-supported projects in the education sector: Time to Learn, Read to Succeed, Schools Promoting Learning Achievement through Sanitation and Hygiene (SPLASH), and School Water and Sanitation and Hygiene (WASH).

The project staffing structure in year one has crystalized according to the project's task areas: systems strengthening, decentralization, policy and research, HIV and AIDS, and communications. Alick Siankumo, Information Management Advisor, oversees the MESVTEE systems integration component. Munyongo Lumba, the Policy and Research Advisor, oversees the coordination of policy research informing MESVTEE's reform agenda. Veronica Mwiche, Decentralization Advisor, oversees the work of the provincial advisors and advancement of decentralization efforts at the national-level. The HIV/AIDS workplace task area is led by HIV and AIDS Advisor Patrick Chileshe, who supports policy and activities directed to institutionalize counseling and treatment to MESVTEE personnel at all levels of the system. Finally, a cross-cutting task area focused on strategic communications for education management across MESVTEE is led by Precious Habeenzu. The director of operations and staff development, Sarah Grausz, is responsible for marrying technical implementation with responsive operational support and closely involved with reporting to USAID on project performance.

The project organizational chart in Annex A shows reporting lines and responsibilities. The STEP-Up Zambia management team – consisting of the COP, Director of Operations, and all task area leaders – holds weekly meetings to discuss technical and operational matters and ensure effective internal coordination and planning. In addition, all staff meet at least monthly to share progress from the field and learn from colleagues' experiences. Quarterly reports discuss project achievements. Additionally, the annual work plan will be reviewed at least quarterly to assess progress and adjust activities as needed.

A four-person project management unit in Chemonics' home office supports the project. The unit's director, Mr. Moges Gebremedhin, liaises with the chief of party and the Contracting Officer's Representative Dr. Cornelius Chipoma at USAID 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.

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 with key partners are:

Japan International Cooperation Agency. JICA is involved with MESVTEE through strengthening continuing professional development for teachers in mathematics and science. STEP-Up has been coordinating with JICA in supporting the ministry in its quest to improve education standards.

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

USAID/ZAMBIA Education Projects. STEP-Up is collaborating with Read to Succeed and Time to Learn on a regular basis both in the main office and through our field offices to coordinate activities, such as strategic planning sessions, technical assistance, field visits, and collaboration with higher education institutions to implement education-driven research activities. In addition, the project meets regularly with the SPLASH and WASH projects through USAID-coordinated and other implementer meetings.

Collaboration with other stakeholders. STEP-Up Zambia is collaborating with other local and international NGOs and private sector actors, such as Zambia National Education Coalition (ZANEC), Zambia Community Media Forum (ZACOMEF), Computers for Schools Zambia (CAMARA), i-Schools, the Lubutu Libraries Project, Kitwe College of Education, Mufulira College of Education, Chipata College of Education, Victoria Falls University, Monze College of Education, Mansa College of Education, Solwezi College of Education, Mosi-O-Tunya College of Education, Livingstone Teachers Training College, UNZA, Copperbelt University, Catholic University, FAWEZA, JICA, Africa Impact, Happy Africa Foundation, World Food Program, National AIDS Council (NAC), Lusaka Health District Medical Office, Chainama Hills Medical College, KARA Counseling, Latkings HIV/AIDS services, and AIDS Teachers Association (AATAZ).

SECTION II. 2013 WORK PLAN

The STEP-Up Zambia 2013 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 six task areas outlined in the results framework in Section I.

A. Key Features

The 2013 work plan aligns with the US Government's fiscal year, as per directions from USAID/Zambia communicated to Chemonics. Below are principles guiding the planning of these activities:

Demonstrate success early. STEP-Up Zambia managed to quickly build a strong and supportive relationship with MESVTEE officials, in part thanks to shared field trips with headquarter staff and visits to PEOs and DEBS. The level of trust built with ministry staff, including the former PS and informal contacts with the minister himself has allowed the project to initiate work strategies, plans, and activities that have quickly demonstrated results. STEP-Up Zambia now enjoys country-wide name recognition, which is being converted by the project into opportunities for newly deployed Provincial Advisors to make quick progress in advancing work with all Provincial and District education offices.

Build relationships and foundations for long-term sustainability of the change inputs instilled in the system. Through its activities carried out in year one the STEP-Up Zambia team has implemented 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 has also catalyzed communication approaches conducive to foster new practices in education management and raise public awareness and expectations regarding learner performance. STEP-Up Zambia's embedded staff in the ministry's headquarters initiated sustainable working relationships. However it is at the field level where most of the excitement has been created, as ministry field personnel see the immediate impact of visions conveyed by STEP-Up Zambia, leading to concrete activities, such as the strategic planning exercises that have introduced change models and built excitement for the approaches implemented by the project.

Raise awareness of reading achievement as an initial step to instill a Whole System Reform strategy geared at bringing the Zambian education system from a poor to a fair performing system. STEP-Up Zambia has played a major role in the development of awareness within the system of the need to improve reading performance among pupils as a cornerstone of the education development process, which will lead the system to produce the kind of youth capable of continuing higher studies and, by this, provide the skilled labor force that the country requires. STEP-Up can reasonably claim the fact that

it is through its nation-wide presence in provinces and districts, and its practical strategic planning exercises carried out at provincial and now district levels, that the emphasis on reading achievement is materializing into concrete actions that will impact the school level in the second year of the project.

B. Work-Planning Process

STEP-Up Zambia held a two-week work planning process to arrive at its second year work plan. The first week included all Provincial Advisors, and allowed for teambuilding activities to strengthen ties between the project's 11 different representative offices. The second week was primarily with headquarters staff that, after consultation with their respective MESVTEE counterparts, came up with the set of specific activities designed to make progress on the different tasks that the project addresses.

The work planning sessions yielded some important takeaways: as the implementation process moves forward, individual tasks are less discrete as each of them feeds on progress achieved by the other activities. An integrated approach that responds to the reality of the Zambian education system is emerging. MEVSTEE ownership of the project is increasingly apparent as ministry staff take more leadership of activity planning.

Year 2 will constitute a challenge from a planning perspective, as the project adapts to a rapidly evolving system environment created by the project's framework of change. The following tasks and activities narrate the contents of the detailed Gantt chart in Annex B and represent the project's best efforts to plan nine months out for all anticipated work.

C. Activities

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. School visits reveal a lack of awareness and understanding among administrators about the relevance and importance of education data for timely and accurate communications – in this case with District Education Board Secretariats (DEBS) – to influence decisions that will affect the schools' 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.

However, in May 2012, a meeting called by the Director of Standards brought together all DEBS for the first time in Kabwe and highlighted the need to develop standards

officers' capacity to monitor students' performance based on data-based indicators. As an outcome of that meeting, each province pledged and committed to produce a specific number of new readers in the coming years, which totaled to more than one million new readers by 2014. Currently provinces are in the process of organizing the monitoring of the progress towards these reading achievements, a step in the right direction.

The results of this meeting were an indication that the system is getting ready to understand data not only as an input in itself but to use it as strategy to improve to the fact that data should be used to make strategic decisions on how to improve student's performance.

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, aimed at achieving the reading goals established at the 2012 Kabwe meeting. The STEP-Up Zambia team will work with MESVTEE leadership to develop and embrace a knowledge sharing environment in order to create the model and framework for changes within the system that will better address learner performance outcomes by focusing on pupils' performance rather than just teacher's inputs.

The mission for Year 2 will be to provide adequate, accurate, and timely data and information for effective education provision, and account for learner performance through data that will be generated from a local education management system. The short-term objective will be to ensure that education stakeholders (planners, standard officers, statistical officers and DEBS, among others) in at least 40 districts are able to generate and have access to reliable data and information, to ensure that educational policy and planning are based on real needs and opportunities.

This goal will be achieved through the development of a Local Education Management Information System (LEMIS). Adequate equipment and technology for data collection will be piloted and determined, and procedures developed to ensure the appropriate flow of information and communication. Lastly, coaching in the use of LEMIS will be provided to users and stakeholders.

Task Area 1 Activities

Sub-Task Area 1.1: Learner Performance Data Applied to Planning and Budgeting at All Levels

1.1.1 Empower 40 districts to work with lower school structures (resource centers, zones, resource centers, etc). Following selection by PEOs of up to four pilot districts for assistance from STEP-Up, the Information Management Advisor will draft and send guidance for DEBS, PEOs and MESVTEE headquarters to form data management working groups / committees that will comprise planners and data entry clerks at provincial and district levels. At the regional level district planners and statisticians will lead a process of experiential learning (visits to the field and lessons learned) in order to

realize the important role that good local information, particularly on reading achievement, can play to bring quick and effective responses to the real needs of students in order to improve learner performance. Through similar processes DEBS and PEOs will be brought to better understand their role and accountability in the data management process.

1.1.2 Strengthen the role of districts in data collection processes and ensure correctness of data through verification and validation.

STEP-Up will work with officers responsible for LEMIS data input requirements in terms of quality of data, data quality assessment, and validation in order to ensure that head teachers (school and zonal) know how to use and fill the forms so as to reach coherence between record keeping at school and zone levels and the data collection instruments. From these starting points, we will support MESVTEE to review the EMIS and annual school census forms and redesign these forms to reflect real district and provincial data needs on education performance. STEP-Up Zambia will provide orientation for the district planners and statistical officers to provide guidance to schools and zonal centers on the relevance and use of the revised data collection tools. The project will also work closely with MESVTEE to design a means of verifying and validating the data collected at the district levels.

Task 1: Key Milestones for 2013

- Revised EMIS and annual school census forms disseminated
- Joint-recommendations for education finance formula developed and delivered with MESVTEE
- LEMIS software deployed in 40 pilot districts
- STTA for GIS mapping of schools provided to MESVTEE

1.1.3 Streamline data administration and flow between all management units within the ministry of education. STEP-Up will support, through experiential learning visits by central MESVTEE visits to provinces a higher level of coordination and integration between district planners, statistics officers, and national information system development managers to identify the data requirements of districts, the forms required, and frequency of reporting. We will also undertake an assessment of current leadership and information flow policies and recommend policy revisions for more effective data flow required to improve education performance (see sub-task 5.2).

1.1.4 Review the planning and budgeting process and initiate alignment of the operational plan to equitably allocate resources at central, provincial, and district levels. STEP-Up will render technical assistance to MESVTEE towards reforming the education finance formula and resource allocation systems in Year 2. In addition, the project will support professional development of ministry planning staff in carrying out their resource allocation functions by creating an “online resource center” that offers virtual support to ministry staff for the planning and budgeting cycle, and holding technical discussions on developing realistic operational plans that meet data and information sharing requirements.

1.1.5 Data utilization and dissemination improved. The project will identify the current relationships between local information systems and other units in MESVTEE

that utilize data outputs. We will also train PAs to coach their provincial and district planners and statistical officers on the benefits of utilizing locally-gathered information to make informed decisions. Key staff in this process will be brought (through live exercises of data management) to better coordinate and identify synergies between the locally-gathered information, audience and interface points, and the data production cycle. In this way local MESVTEE staff will have a better understanding of why and how data is produced and managed, and central ministry staff will achieve a higher level of understanding of the real needs coming from the field, and the time-frame required to respond to these needs.

Sub-Task Area 1.2: Local MESVTEE Systems for Tracking Reading Achievement Developed

1.2.1 Development of the local education management information system (LEMIS).

STEP-Up will initiate development of a LEMIS in Year 2. The first step will involve working with provinces and districts (particularly the PRCCs and DRCCs) to develop jointly agreed early grade reading assessment tools, based on the PRP approach that will be used to collect reading data consistently and systematically through the LEMIS. The project will then work on preparing technical specifications, followed by procurement and award of a local subcontract. Next, infrastructure auditing will take place, together with a needs assessment of equipment in districts and provinces for the LEMIS platform. Once the prototype of the LEMIS is developed, the new software will be deployed in 40 selected pilot districts. This will include data import/export, fine tuning, activation, and testing.

1.2.2 Improve the efficiency and efficacy of the data collection process. The project will use mobile technology to facilitate a quicker and more effective transmission of data from schools to DEBS offices and also to enable schools in remote areas to transmit their data to their respective processing centers. STEP-Up will determine mobile company coverage in the 40 pilot districts, and then procure and oversee a subcontract to a local telecommunications company to pilot mobile data collection from schools (reading and other student centered performances) in at least 20 districts (1 rural and 1 urban per province). STEP-Up will also provide technical assistance to MESVTEE in coordination with the Ministry of Finance on geographic information system (GIS) mapping of government and community schools.

Sub-Task Area 1.3: Information from Disparate Systems Integrated. Please see detailed activities under sub-tasks 1.1 and 1.2.

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

- Project remains true to its ethos of experiential learning and leading from behind;
- 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 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. Civil society's contribution is impressive and complements the ministry's capacity to provide free basic education for all, by creating thousands of community schools (30% of the total 8,500 basic schools in the country). 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 an environment built around the notion of providing educational support for all, special consideration will be given by STEP-Up's activities to those categories of learners who, for one reason or another, tend to "fall through the cracks" of the system: orphans and vulnerable children (OVCs), girls, young pregnant girls driven out of school, people in the education community affected by health problems such as HIV/AIDS, physically or mentally-impaired students, as well as other people with special needs. Findings in the field show that their needs are not being met. The education community is not devoting sufficient resources, time, or attention to these problems.

STEP-Up Zambia will work with the education community as a whole, strengthening resource allocation management tools, making operational 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. The project will conduct a gender assessment at the beginning of the year in order to identify opportunities and define strategies to achieve equity goals.

Task Area 2 Activities

Sub- task area 2.1: Performance of OVCs addressed in province and district strategic plans.

2.1.1. Support the Revision of strategic plans to address OVC performance in reading. See detailed activities under Task Area 4.

2.1.2. Build community support for improving OVC performance in reading.

Awareness will be raised through a national “Teach Zambia to Read” communications campaign specific to OVC support at the community level. Working closely with MESVTEE, STEP-Up will design the campaign to mobilize the private sector at the district and provincial levels, and leverage their contributions to incentivize improved learner performance through friendly competition, while at the same time raising awareness about the importance of equitable and inclusive education for all. See details under Task Area 6.

Task 2: Key Milestones for 2013

- Gender assessment disseminated through MESVTEE together with policy guidelines
- Baseline information on equitable resource allocation analyzed and recommendations developed and disseminated through MESVTEE
- Revisions to education finance formula to address equity concerns recommended to MESVTEE

Sub-Task Area 2.2: Tools for tracking and monitoring equity improved at province and district levels.

2.2.1. Assist the MESVTEE to develop and implement improved data collection instruments to determine performance of OVCs and recognize patterns and gaps. See activities in Task Area 1.

Sub-Task Area 2.3: Tools to support resource allocation for equitable access created.

2.3.1. Increase recognition of the importance of allocating resources to enable equitable access. STEP-Up’s communications team will gather and document examples of schools and districts with successful equitable allocation practices through the project’s regular newsletters and publications and disseminate for broad consumption.

2.3.2. Analyze gap in information, guidelines, and policies around allocation of resources at the district and school levels. Questions on this issue will be added to the project’s baseline questionnaire, which will take place in the first quarter of Year 2. The result of this process will be communicated to provinces and districts for them to re-visit their strategic plans and incorporate these issues into these documents. The next step will be to refine and strengthen policies at the local and national level to reinforce the implementation of resource allocation so that vulnerable students are equitably served. This is particularly important for those students and teachers affected by HIV and AIDS.

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

- Project remains true to its ethos of experiential learning and leading from behind;
- MESVTEE will commit to developing equity-related skills in staff at all levels;

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 be explained by a range of factors that include nationwide access to general HIV/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 of 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 visits to provinces, districts, and schools revealed evidence that the ministry lacks financial and human resources to operationalize any kind of health interventions, especially HIV/AIDS-related interventions. Thus, there is a need to develop higher levels of synergy between the education system and its surrounding community to help educators and students 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’s response to HIV/AIDS in

schools. HIV/ 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 district and school levels. STEP-Up Zambia will survey the vast array of HIV/AIDS prevention, counseling, testing, and treatment services existing in communities and bring them closer to the education community. At the same time, the project will assist with increasing the level of awareness in the education system to encourage increased use of these available services.

Sub-task area 3.1: Planning and budgeting tools for HIV/AIDS work place initiatives improved.

3.1.1 Development of HIV/AIDS implementation guidelines. Please see sub-task area 3.3.

3.1.2 Strategies for cooperation between HIV/AIDS service providers, teachers, teacher unions, and local communities established. Please see sub-task area 4.1.

Task 3: Key Milestones for 2013

- Teacher support groups formed at zonal level
- HIV/AIDS policy implementation guidelines and tools developed
- HIV/AIDS messaging developed

Sub-Task Area 3.2: Strategies for cooperation between HIV/AIDS service providers, teachers, teacher unions, and local communities established.

3.2.1 Strengthen teacher health education and support networks at zonal level.

Teacher support groups provide care and support to other teachers in the zone living with, or with family members living with HIV/AIDS. To fight stigma and increase awareness among teachers, STEP-Up will assist with creation of teacher support groups at the zonal level. In addition, motivational speakers will be selected from the support groups, and equipped with public speaking and psychosocial skills and mentoring. These motivational speakers will carry out public speaking engagements in the various schools in the zone. Through these speaking engagements, they will be acting as agents of change and advocates for positive living.

The *Teacher Testimony Book* is a book of stories about teachers living with HIV, developed by the Anti-AIDS Teachers' Association of Zambia (AATAZ) to help reduce stigma in the education system. During the groundtruthing research undertaken by STEP-Up, a number of teachers mentioned that after having read the teacher testimony book, they were able to identify with the testimonials closely and related to what other teachers living with HIV/AIDS were going through. This helped them find the courage and motivation to get tested. This demand for health services is an important building block to stimulate a shift in workplace-based health practices at MESVTEE. The testimony book will be reviewed and updated with the contributors of the testimonies, incorporating the lessons that have since been learnt. 10,000 copies of the Teachers Testimony Books will be printed, and a copy will be distributed to each of the schools in all the districts in

Zambia, to be kept in the reference library and available to all teachers and administrators. Staff in schools will read the book and through these stories they will be better equipped to teach pupils in Zambia about the effects of HIV/AIDS, how one can avoid contracting it, living positively, and coping mechanisms.

3.2.2 Improve MESVTEE’s HIV/AIDS prevention messaging and policies for teachers and schools. The design of effective behavior change messaging will be in part based on findings from the KAP survey carried out across the Zambia education sector in 2009. This was a broad study, however, and MESVTEE needs to gain a better understanding of how teachers, education stakeholders, and students perceive risk and the risk of their community, as teachers will be the primary facilitators of behavior change messaging. In order to design an effective strategy and interventions, MESVTEE and STEP-Up will review the KAP report findings, and then design a focused qualitative assessment of teachers’, education stakeholders, and students beliefs, attitudes, and self-reported practices that facilitate and/or hinder positive behavior related to HIV prevention and testing. According to USAID and UNESCO – among others - it is extremely important that teachers receive special focus here, as they are the adults being counted on to deliver life-saving messages to youths about reduction of risk behaviors as they serve as not only educators, but community leaders and mentors influencing and modeling behavior. Stigma and embarrassment – ineffectiveness in delivery of messages – is often blamed for lack of desired impacts among learners and in school communities. The primary qualitative method of data collection will be storytelling, as storytelling allows people to talk about personal topics in the third person.

With STEP-Up’s support, behavior change messaging was inserted into MESVTEE’s 2013-2017 HIV Strategic Plan. To help the ministry now meet its targets, STEP-Up will provide targeted technical assistance to develop sustainable messaging activities that can be carried on by MESVTEE staff. Teacher health and peer to peer messages will be strengthened by an aggressive messaging and behavior change campaign led by internationally-recognized HIV and public health specialist Helen Epstein (*The Invisible Cure*, 2007). Ms. Epstein will serve as a senior-level consultant and a mentor for the HIV/AIDS team developing a strategy to enhance long-term effectiveness of MESVTEE response to HIV and AIDS prevention within schools, and outreach to communities. For example, stakeholders will be presented with different pictures and scenarios and asked to tell their stories about HIV-related behaviors, transmission, stigma, and existing policies. What these players say and how they communicate will give MESVTEE needed information to refine their behavior change messages and delivery of these messages to ensure the greatest impact. The objective is to create communities of educators and learners with fewer stigmatized views about HIV and AIDS. Teachers and learners have a role to play in helping to educate the communities, but the wider community impact through the education sector will best be attained by focusing on students and teachers in the schools.

The final step will be to use the research findings to assist the Ministry HIV/AIDS Coordinator with design and developing of the strategy for behavior change messaging and dissemination of information through appropriate channels. In collaboration with task

area 5, STEP-Up will also identify innovative collaborative HIV interventions, and disseminate through MESVTEE for replication. STEP-Up will be in a good position to help the MESVTEE identify best channels for community outreach, and institutionalize those channels. These channels may also build on the effectiveness of teacher support networks.

Sub-Task Area 3.3: HIV/AIDS policy strengthened

3.3.1 Assist the Ministry to roll out an updated HIV/AIDS policy to PEOs, DEBs, zones, and schools to ensure all levels understand the policy and school health and equity issues. MESVTEE is in the process of revising its HIV/AIDS policy with the support of UNICEF. STEP-Up's role will be to support MESVTEE to draft the policy implementation guidelines and monitoring tools, in coordination with UNICEF. STEP-Up will facilitate working sessions where, together with the national MESVTEE HIV and AIDS Coordinator, provincial education representatives (provincial guidance officers and provincial human resource officers) will be called to react to guidelines and monitoring tools and tailor to local needs. These working sessions have been predetermined as necessary steps by MESVTEE. Following that, STEP-Up will provide technical support to the ministry to disseminate results obtained in these sessions.

3.3.2 Monitor implementation of guidelines. STEP-Up's provincial advisors will follow up on the roll-out of the implementation guidelines, working with PEOs to ensure the proper use of monitoring tools. To benchmark progress, through the project's baseline study, STEP-Up will measure the current implementation of the policy. We will then support MESVTEE in establishing ongoing feedback mechanisms. The United Nations has two key sets of monitoring frameworks to guide collection of school-based data on HIV and education activities. We will help the MESVTEE identify those indicators that best serve the Ministry and incorporate those into its regular data collection processes.

Sub-Task Area 3.4: Availability of quality health services for MESVTEE staff and students increased.

3.4.1 Organize Health Market Fairs. STEP Up, together with MEVSTEE will implement health market fairs at the zonal level in selected districts in Luapula, Northwestern, Western, Muchinga, and Southern provinces in the first quarter of Year 2. The health market fairs will take place on pre-determined days and will provide an opportunity for the education community to receive important health services and participate in entertaining educational activities. At the health market fair, participants will receive free HIV abstinence and being faithful messaging and sensitization, as well as HIV counseling and testing to MESVTEE members of staff, their family members and learners. Insights from 3.3.2 will benefit the activities of 3.4.1 and also be linked directly with MESVTEE systems for community outreach. Such links may include the teacher support networks, or they may include youth outreach activities as learners benefit from strengthened teacher message and behavior change campaigns.

The project expects that approximately 25,000 target participants shall undergo the pre-test and post-test counseling and shall receive their results on the same day. All clients who test positive shall be referred for anti-retroviral therapy (ART) services within their catchment areas linked to palliative caregivers who will provide them with on-going support. Other health services including, but not limited to diabetes, malaria, blood pressure checks, nutrition, cervical cancer sensitization, and advice on family planning, will be available free of charge. Teachers living with HIV will also share their testimonies. Educational activities shall consist of reading competitions and kids' quizzes, in addition to family-friendly entertainment. An impact analysis will be conducted to inform provincial sustainability strategies for continuing similar services with a view to incorporation into strategic plans in Year 3.

3.4.2 Increase para-social worker services for teachers and parents. STEP Up will support the training of 1,180 members of the community in all 10 provinces as community health and parasocial workers in Year 2. STEP-Up is in the process of awarding subcontracts to capable local organizations to carry out training and mentoring of the parasocial workers in the first four provinces. Training in the remaining six provinces will be procured beginning in March 2013. The trained community health and parasocial workers will form local support groups and will be linked to local hospices, home based care, palliative care, and other programs of the ministry of health. Each of the trained community health and parasocial workers will enroll and serve five clients at a minimum, for a total of 5,900 clients served. The clients will be visited by the STEP-Up trained para-social workers, monitored, and provided with a care service on a weekly basis. The community health and parasocial workers will also be provided with routine technical support through field visits which cover caregivers, support groups and the households where the caregivers visited. Lessons learned will be incorporated into revision of training programs.

3.4.3 Improve MESVTEE referral systems. STEP-Up's provincial advisors will assist the PEOs in each province to disseminate a register of newly trained para-social workers, contact information for the zonal support groups created, as well as information for the motivational speakers available to all schools in each district.

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

- Project remains true to its ethos of experiential learning and leading from behind;
- MESVTEE will commit to developing equity-related management strategies and skills in staff at all levels;
- The Zambian government devotes resources for HIV/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

- There exist 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;
- Ministry of Health;
- National AIDS Council;
- Teachers' unions and teacher support groups;
- Community-based organizations, nongovernmental organizations, and faith-based organizations;
- Health Service Providers implementing USAID activities; and
- Other health sector and HIV/AIDS implementing partners.

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. In Year 1, STEP-Up started to build relationships with ministry officials at all levels of the system with a view to initiate a change in the management process around learner performance. The emphasis has been on instilling a sense among education service providers that evidence of good learner performance should not be limited to recording and reporting examination pass rates at grades 7, 9 and 12. Rather, it should encompass a practice of continuous learner performance improvement at all grade levels, especially in the area of reading, using locally collected and analyzed pupil performance data to support local decision making that will enhance the teaching and learning process.

However, more than that, if we approach the decentralization process from a whole-system-reform perspective, important elements would encompass answering how:

- Learner performance data can be collected, managed and used to make strategic improvements in a school system?
- Accountability can be applied as a parameter for teachers to seek improvement of the way they teach?
- And what policies can help to improve performance;
- Leadership capacity at the provincial, district and school levels can be strengthened to support teaching and learner performance improvement?

- And what management tools can be used to effectively track teaching and learning (for example, to track assessment practices, syllabus coverage, etc.) at all levels and;
- Building human and social capital in schools can improve performance?
- Technology can be applied to support these efforts?

With these questions in mind and with the performance visions articulated through provincial, district and school learner performance improvement strategic plans developed in Year 1, the main focus in Year 2 will be on generating local practices and systems led by leadership at the province, district and school levels. The main idea therefore is to continue supporting the education service delivery structures, and how they interface, especially at decentralized levels to begin producing outcomes that indicate a change in knowledge, attitude and practice. Strengthening the internal functionality (*what they do, why they do, how they do it, for what kind of results both quantitative and qualitative, and for whom*) at each decentralized level in the system will take center stage in Year 2 under the Decentralization Task Area.

The project will do this by supporting the service delivery levels to effectively utilize the authority that has been delegated from the center and strive to find local solutions to local problems and make decisions on how to continuously improve learner performance. In doing so, improvements in reading levels should be demonstrated, especially in the early grades. Aside from influencing change at decentralized service delivery levels, STEP-Up Zambia will also focus on helping the central-level decision makers to develop and implement strategies that will make them more informed about realities in the field (including a more proficient use of locally generated data through the LEMIS) so that they are more responsive and effective in their policy development and oversight functions.

Year 2 sustains the momentum created in Year 1 – building upon the new knowledge gained by the education leaders at national, provincial, district, and school levels that have interacted with STEP-Up team members during ground-truthing exercises and began to see the gaps in the current system. These trips generated consensus that there is indeed a problem with the status quo, and decisions were made to lead and drive change from below. In Year 2, STEP-Up will strongly support the ministry to begin a deliberate and structured journey of improving management and oversight systems, processes and practices for improved learner performance, particularly in reading.

To develop and implement structured responses to the issues that contribute to poor learner performance, STEP-Up will support interventions that include strengthening leadership capacities in policy making and implementation, financial planning for improved academic results, especially at decentralized levels, supporting education leaders and managers at both national and sub-national levels to develop and implement standards and assessment practices that focus on outcomes rather than outputs and processes, and supporting the education service delivery system – particularly the central, province, and district levels – to engage in practices that will help them preside over an education service delivery system that is premised on the principles of effective schools

practice (effective/instructional leadership at all levels, high levels of collaboration and communication, frequent monitoring of learning and teaching, focused professional development, curriculum, instruction and assessment aligned to clear standards, and high levels of parent and community involvement).

Task Area 4 Activities

Sub-task Area 4.1: Learner performance improvement strategic plans developed by MESVTEE at province and district levels

4.1.1. Facilitate advocacy for learner performance improvement strategic plans. The Directorate of Standards and Curriculum will be supported to develop a strategic plan to introduce and sustain dialogue around STEP-Up supported learner performance improvement strategic plans at the national level. The rationale for doing so is to create wider buy-in and more

functionaries in the Ministry continuously asking and responding to the questions, “What needs to be done? Where, how, when, and by whom?” to improve education service delivery in a system where more than 50 percent of learners cannot read at grade-level competence. The strategic plan will also serve as a management tool that will help the Standards Directorate lead dialogue around reading and provide instructional leadership and oversight to the sub-national levels as they develop and implement their respective strategies to improve learner performance. Through this, STEP-Up will support interventions that strengthen accountability between the different tiers in the education service delivery system, where each level in the system has its leaders constantly in process of self-reflection on questions such as “who are my primary constituencies, what do they need from me to allow them operate more effectively, how can I improve my service delivery to my primary constituencies and what should I be doing more of (or less of) for learner performance to improve?”

Task 4: Key Milestones for 2013

- Learner performance improvement strategic plans for all provinces finalized;
- 24 more districts supported to develop strategic plans;
- Director of Standards supported to develop a strategic plan for national level oversight and monitoring

In order to bring evidence of progress to the fore and strengthen the conviction in the entire system that the implementation of learner performance improvement strategic plans are bringing about change, the Directorate of Standards together with PEOs will be supported by STEP-Up to produce and disseminate a progress and status report on strategic plan implementation with particular reference to reading levels for sharing with key decision makers at the central level.

4.1.2. Support provincial and district education leaderships to develop/finalize learner performance improvement strategic plans with clear implementation plans. In Year 1, STEP-Up supported the development of 10 provincial and 22 district learner performance improvement strategic plans. The process of finalizing the plans will continue through desk reviews and feedback sessions with PAs on the contents of the

plans. This will ensure that the plans are clear, realistic, have outcomes and targets (especially on reading), are clearly articulated, and have an implementation strategy and monitoring system. STEP-Up will also select remaining districts to support through the project Year 2 work planning process and support provincial leadership to facilitate strategic plan development in 24 selected districts in order to achieve the critical mass required to effect change. STEP-Up will continue to provide remote technical guidance to the remaining 29 districts that are funding their own meetings to develop and finalize their own strategic plans. At the end of the day, it is not only about supporting the development of strategic plans, but more of helping education leaders and managers at local/decentralized levels with management tools to guide the implementation of an effective school system practice.

Sub-Task Area 4.2: Policies to improve reading implemented by MESVTEE at province and district levels.

4.2.1. Support Directorate of Standards and Curriculum to develop overall guidance on standards, assessment and reading/literacy policies. In an effort to improve student performance, the ministry has identified the need to improve literacy and early reading. To support this, the ministry has updated the curriculum framework and syllabus, and drafted a new literacy framework. The ministry also felt the profound need to further solidify its understanding of the delivery of the Primary Reading Program (PRP) and gather additional information for the development and implementation of an effective reading program. STEP-Up will therefore support the ministry to (1) conduct a systematic multi-approach review of the contents of the teaching and learning materials used in the classroom for reading instruction; and (2) identify the strong and weak links in the education system (i.e. schools, DEBS, PEO and central level) that affect the delivery of the PRP. The findings and recommendations from this review will add to the development of an overall literacy policy and systems strengthening strategy that will assist the ministry in achieving its goal of improving literacy across all grade levels.

As there are a number of stakeholders working with the ministry around literacy and reading, STEP-UP will support the Directorate of Standards to develop and implement a mechanism for convening regular education practice meetings with stakeholders to ensure proper coordination of these activities.

4.2.2. Increase effective usage of standard tools for standards, assessment, and monitoring. STEP-Up will collaborate with the Director of Standards to enhance learning outcomes, especially in reading, through the review and/or refinement of existing policies on standards, as well as guidelines and tools used for standards monitoring and assessment. The ground-truthing exercises undertaken by the project in Year 1 showed that to a large extent, standards and monitoring tools tend to be process oriented and do not focus on learning. An initial activity in this case shall be a desk review of all the tools to identify those that are effective or a barrier to reporting on pupils' learning outcomes. The Directorate of Standards will be supported to commence a process of developing and/or refining and disseminating policies and guidelines on standards, assessment, and monitoring that will improve the management and oversight

process and practices in the education system. The decentralized service delivery structures will also be supported to adapt the guidelines and utilize them especially as they implement their learner performance improvement strategic plans. The decentralized structures will also be supported to be innovative in developing guidelines and tools that are relevant at their levels, but conform to minimum standards set at national level.

4.2.3. Strengthen effective education service delivery practice for improved learner performance. The focus of this activity will be to cultivate an effective school practice – i.e. understanding the behaviors and characteristics at the school level that influence performance (either high or low performance) and the kind of support systems/oversight from the district, province, as well as national level that is available to support an effective school. The idea is to generate decision-making evidence around what kinds of behaviors should be modeled and what kinds of practices should be enhanced and supported to help schools improve performance.

In this light, a concept paper on effective schools and effective education service delivery practice at all levels for improving learner performance will be developed and discussed with the ministry. Field visits with ministry headquarters' standards officers to five provinces will be carried out to assess education service delivery practices and gather evidence on the same at school, district and provincial levels. STEP-Up ground-truthing exercises established that practices differ between schools, districts and provinces. It will still be important in year 2, however, to support the Ministry's experiential learning (especially headquarters staff) by taking them to the field to connect with the reality and develop the relevant support packages (either policies, practices/processes) that will help the system work more effectively. Decentralized structures will also be supported to harness good practices, build evidence around them and communicate them with stakeholders so that impact goes beyond, one entity in the system to more entities.

Sub-Task Area 4.3: Provincial and district level MESVTEE offices better prepared to use data for timely decision making.

4.3.1 Increase effective usage of various types of data, particularly assessment data, for decision-making at all levels, especially at the province, district and school. To support the strategic plan implementation and monitoring process, STEP-UP with the ministry will carry out an analysis of practices across schools, districts, and provinces around data-driven decision making, examine the quality of the data that schools, districts, and provinces have access to, and determine if schools, districts and provinces need to be collecting better quality data or if data collection practices need to be enhanced. Based on information collected from the field about data use for decision-making, STEP-UP will collaborate with the Directorates of Planning and Information and Standards and Curriculum to develop/establish systems that enhance the effective use of data at local levels. STEP-UP will then collaborate with all provinces and at least 40 districts to ensure that best practices around data use for decision making are communicated and modeled for school practitioners.

4.3.2 Support the Directorate of Standards and Curriculum to address learner performance issues by strengthening continuous/formative assessment processes in the education system. STEP-Up will address this by carrying out an analysis of the continuous assessment practices currently applied in schools by district and provinces. At the same time STEP-Up will work with the Directorate of Standards to address learner performance issues by developing a strategy to strengthen continuous/formative assessment processes, and syllabus coverage especially in anticipation of the full implementation of the revised curriculum.

Sub-Task Area 4.4: Private sector engaged to improve learning conditions. Please see activities under Task 6.

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

- Project remains true to its ethos of experiential learning and leading from behind;
- GRZ’s political will to implement its decentralization policy continues;
- 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 is not sufficiently systematic nor strategic. There is a need to support a research agenda and nation-wide 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 between MESVTEE and universities and colleges around a common research agenda in education. STEP-Up Zambia will provide assistance in bringing together applied action research on key policy issues now faced by the Zambian education system. This will be accomplished through a learning-by-doing strategy, in which faculty and graduate students from selected colleges and 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.

Task Area 5 Activities

Sub-task Area 5.1: Collaboration between MESVTEE and higher education institutions in developing and implementing a research agenda related to learner performance increased.

5.1.1. Pilot research project with Charles Lwanga College of Education on three topics: 1) perceptions and implementation of student assessments, 2) monitoring of teachers to improve learning, 3) management of teaching and learning resources at the school.

In year 1, STEP-Up and its implementing partner, the University of Minnesota, undertook a series of exploratory visits to higher education institutions to identify possible collaborators for education research and policy. Institutions visited included University of Zambia, Copperbelt University, and over 10 teacher training institutions in Copperbelt, Southern, Central, and Eastern provinces. From these visits, an assessment was made of the most appropriate institution that could serve as a pilot with particular benefits necessary to take forward the policy and research work of STEP-Up in the immediate term. To this end, Charles Lwanga College of Education (CLCE) was selected and has since worked collaboratively with the provincial and district education offices to assist STEP-Up to develop a research collaboration framework.

As part of this collaborative framework, STEP-Up supported these partners in identifying priority research topics and convened a planning meeting to develop the research study design. In year 2, the project will continue to work with CLCE, providing planning support for student preparation to undertake research, data analysis, and dissemination of results. STEP-Up has awarded a fixed-price subcontract to the college to oversee the work, and carefully monitor data collection to ensure timely and quality deliverables. This monitoring will be done with the participation of the Southern Province PEO so that the office is engaged in the research policy process. A minimum of 10 interns from the college will also be engaged during the data analysis process and STEP-Up will organize a symposium for broader dissemination of research results outside Monze district.

5.1.2. Scoping visits to higher education institutions to identify additional institutions to establish a research collaboration framework.

In order to engage as many institutions of higher education in the work of STEP-Up, the project will extend its reach to colleges and universities in Northwestern, Copperbelt, Northern, Western, and Luapula province. This will be done in collaboration with staff from MESVTEE planning and information directorate at headquarters, which hosts the research unit in the ministry, as well as provincial and district education offices. This field-based collaboration will

Task 5: Key Milestones for 2013

- Research symposium held to share results of pilot collaboration between Charles Lwanga and MESVTEE
- Two subcontracts awarded to higher education institutions to undertake applied research in coordination with MESVTEE
- 12 interns engaged from higher education institutions to undertake applied research on topics relevant to MESVTEE

facilitate greater awareness and knowledge of the use and importance of research to increase knowledge about education issues critical to each province, and assist these provinces in actively support the generation and use of local policies to address these issues. In Year 2, STEP-Up will procure and award subcontracts to two new higher education institutions, process in which MESVTEE structures will take an active role.

5.3. Pilot research project with two additional colleges of education. STEP-Up will use the research collaboration framework developed in Year 1 as a model for the engagement of the two new higher education institutions to be identified. This model will replicate the CLCE experience of collaboratively working with provincial and district education offices in the locale of the institution to identify priority research topics and sub-contract the research study and dissemination to study participants.

Sub-task Area 5.2: MESVTEE policies informed by applied research in education

5.2.1. Identify a locally-based research agenda and providing guidance for policy-making. The STEP-Up research collaborative framework is founded on supporting MESVTEE decentralized structures to carve out a research agenda that is relevant to policy and practice. In this regard, higher education institutions will be cardinal to increasing attention paid by MESVTEE to educational challenges for research and action. Higher education institutions will engage in studies and offer evidence based on research conducted collaboratively with the ministry to examine what can be done at various levels (school, district, province, and national) to improve educational achievement through policy or operational changes. As reading is a foundational skill to improve learner performance, literacy skills will be a key focus of studies supported by STEP-Up in identifying a locally based research agenda.

In Year 2, STEP-Up will work with the designated research coordinator at the MESVTEE to conduct desk research on existing policies and content available (data generated by the Local Education Management Information System – see Task Area 1) to inform selection of research questions, including review of province and district strategic plans. STEP-Up will coordinate the research work of all task areas to ensure research projects or studies are pursued based upon identified needs of the entire project. STEP-Up will identify best practices for further research and dissemination in HIV/AIDS, decentralization, information management, and communications, leveraging interns from universities and colleges. STEP-Up will also host planning and decision-making meetings with at least five provinces to use strategic plans to select locally-relevant research questions and identify policies for immediate revision based on available research. STEP-Up will also instill information sharing sessions with the Planning and Information Directorate in central ministry and other counterparts as part of sharing and communicating research efforts.

Sub-task Area 5.3: Opportunities for university students to conduct education-applied research created. STEP-Up will engage a total of 50 interns during the life of the project. In Year 2, 12 interns will be engaged, including 10 student teachers from CLCE that will participate in data collection during the pilot study, and two interns from

universities or colleges with basic research skills to undertake desk research. These internships are intended to instruct future education system managers in action-oriented research and implications for education policy. The interns will work under the guidance and supervision of the Policy and Research advisor and receive remote mentorship support from the University of Minnesota. Ideally interns would be involved in the entire research process – from data collection and analysis to dissemination and use. However, the content and responsibilities will be determined on the basis of the needs of the project. The success of these internships will be measured by the number of higher education institutions engaging students in internship programs that foster their ability to collaborate in education research studies, as well as the quality of outputs such as the analysis reports, briefs, etc.

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

- Project remains true to its ethos of experiential learning and leading from behind
- 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 by the higher education institutions 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 for activities described above are received in a timely manner.

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

- Charles Lwanga College of Education and other Zambian universities or institutions of higher education;
- Faculty and graduate students at selected universities; and
- Policy Unit of Planning and Information Directorate at MESVTEE.

C6. Task 6: Cross-cutting Communications, ICT, and PPP

Activities under Task 6 are presented in Annex B. Below, additional detail on strategies and approaches behind key activities is provided.

Description and implementation strategy. STEP-Up has identified communications gaps within the MESVTEE that affect education delivery. In 2013, the project will support a system-wide effort to apply information in order to improve education quality. Improved communications functions and enhanced knowledge management mechanisms will strengthen collaborations within the ministry and strengthen partnerships with stakeholders. Our support to the ministry will focus on promoting dialogue between the education community and the public on quality education, with a special emphasis on

reading. By creating conversations about low learner performance and sharing best practices, STEP-Up aims to spur demand for quality education in Zambia.

Task Area 6 Activities

Sub-Task Area 6.1: Support Central Ministry Communications Strategy.

To coordinate and create synergies among various directorates within the MESVTEE, as well as to enhance the Ministry's engagement with stakeholders and the public, MESVTEE has identified the need to create a communications strategy. STEP-Up will work closely with the Public Relations Office and selected directorates to finalize MESVTEE's communications strategy, as well to implement activities. Specifically, STEP-Up will support the ministry to mobilize stakeholders to plan and conduct a national mobilization campaign that puts reading improvement at the forefront of the education sector agenda. STEP-Up will also work with the ministry to enhance production and dissemination of good practices in education and information education communication (IEC) materials. The campaigns, good practices, and IEC materials are aimed at creating public conversations on reading and impacting public perceptions on the value of education.

Task 6: Key Milestones for 2013

- Major Education Public Awareness Mass Media campaigns launched in 2013 coordinated by MESVTEE
- Comprehensive communications practice created within MESVTEE
- Strategies (MESVTEE communications strategy, PPP strategy, resource center strategy) produced and circulated in conjunction with MESVTEE
- Good practices documented and disseminated.

Sub-task Area 6.2: Strengthen environment for communications functions at provincial and district levels. In addition to strengthening communications functions at the national level, this activity will concentrate on creating a favorable environment for communications at local levels, leading to strengthened coordination and information sharing among departments/units within the ministry at provincial and district levels. The notion of communication for education development was introduced during STEP-Up supported provincial strategic meetings. The concept was received positively by participating education administrators, and has since been included in the strategic plans. It is therefore important to ensure that information sharing obstacles identified in the strategic plans are fully addressed. In addition to GRZ actors, this will involve encouraging and promoting engagement between the education community, media, and the general public at provincial and district levels around pressing education issues.

Sub-Task Area 6.3: Develop a provincial/district resource center strategy. Through provincial strategic planning, education administrators identified the importance of communication and the potential of MESVTEE's resource centers to serve as key information and communication points in the education sector to facilitate creation of an environment conducive to thriving learner and teacher performance. STEP-Up will work closely with MESVTEE to strengthen the resource centers as centers of literacy, community mobilizers, and producers/disseminators of good practices and IEC materials.

To understand what resource centers are doing in communications, STEP-Up undertook mapping exercises of 18 resource centers in Southern, Eastern and Copperbelt Provinces during Year 1. There it was found that resource centers are primarily focused on in-service training through continuous professional development (CPD), and have largely overlooked their knowledge sharing roles.

This activity will support the ministry to create a resource center strategy that illustrates the ideal model of a resource center, together with implementation guidelines for provincial and district resource center coordinators to re-visit the current resource centers and improve their efficacy in delivering appropriate and timely education resource materials. Furthermore, the notion of knowledge management in the context of *communication for development*, and application of ICTs in education will be promoted within the resource center strategy. Specific activities include: filming and disseminating, in collaboration with the ministry, a documentary capturing examples of ideal resource centers (those demonstrating results in terms of improved reading achievement) and realities on the ground; bringing together resource center coordinators to input and finalize the draft of the ideal model of the resource center, and; providing basic computer skills to education administrators for them to effectively carry out necessary communication functions.

Sub-task Area 6.4: Produce and disseminate communications materials.

This task fulfills the project communications mandate to produce and disseminate various information materials for different audiences in the education community, development partners, donors, and STEP-Up staff. Such materials include documentaries and magazines detailing best practices and publications to inform and update partners. The project will produce a quarterly newsletter for all stakeholders, a bi-monthly magazine called *Change* specifically for the teaching community, and a bi-monthly internal bulletin called STEP-Up Highlights for USAID and subcontractors on project progress. The communications team will also produce three videos covering key education issues, such as the information sharing role of resource centers in supporting improved learner performance.

Sub-task Area 6.5: Contractual Requirements.

This sub-task fulfills the project mandate of meeting contractual requirements through providing regular updates (reports, bulletins, etc.) to the contractor and the mission, while ensuring compliance with branding regulations. The communications team will ensure that project communications follow USAID guidelines to ensure appropriate protocols, visibility, and branding of press releases, PowerPoint presentations, project reports, event materials, media interviews, etc.

Sub-task Area 6.6: Information and Communications Technology Applications

During communications mapping exercises in four provinces, STEP-Up found that the usage of ICT applications could strengthen information sharing and social mobilization

for improved education delivery. The usage of ICTs and mobile applications in education is still low, despite the introduction of relevant policy documents and an implementation framework at the ministry. This low level uptake has been attributed to low investment in ICT hardware and software, as well as human capacity building. Still, new trends in ICTs and mobile applications promoted in Zambia by research institutions, mobile service providers, private investors, and entrepreneurs are progressively influencing MESVTEE to embrace the use of ICTs. STEP-Up Zambia will work closely with the ministry as they review the ICT policy in 2013 to pilot innovative mobile applications that enhance reading, data collection, analysis, and transmission for evidence-based decision making. To assist the ministry to find ways to improve teacher-pupil contact hours, an assessment will be carried out of the conditions to implement mobile money in the education sector in pilot districts and extract lessons learnt in order to inform policy decisions at the MESVTEE.

Sub-task Area 6.7: Public Private Partnerships (PPP)

The Government of Zambia's PPP policy was initially developed to respond to large-scale infrastructure projects, such as roads, bridges, transport, and power generation. The government has since realized that PPP can be helpful in other sectors, including education. Each ministry has identified a focal point person for PPPs. STEP-Up will work hand-in-hand with MESVTEE's designated PPP official to help sensitize education decision-makers at national, provincial and district levels on the mechanics and mission of PPPs for improving education service delivery, and foster PPP development.

STEP-Up Zambia will develop a plan that will stipulate its facilitative role in supporting investment in education. STEP-Up will work closely with MESVTEE and the PPP unit of the Ministry of Finance and National Planning to orient provincial and district education offices on the PPP policy so that they are aware of opportunities contained within the act and policy.

STEP-Up is already in the process of identifying opportunities to develop and implement agreements and strategies with the private sector in order to enhance reading capacity among Zambian youth. STEP-Up will facilitate development of partnership agreements between the private sector and the ministry through the PPP focal person at the ministry, and monitor implementation of these PPP agreements.

Building on the first PPP meeting in Northwestern Province, STEP-Up will support provinces to organize meetings with relevant private sector partners, present their strategic plans, and lead creation of a PPP committee. Implementation of the resulting PPP strategies will be monitored by provincial advisors in each province.

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

- Project remains true to its ethos of experiential learning and leading from behind

- MESVTEE will endorse the overall communication strategy;
- MESVTEE will promote functional communication offices in provinces and districts;
- DRCCs are willing to cooperate with the overall education strategy; and
- The private sector and MESVTEE are willing to cooperate in supporting education efforts.

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

- MESVTEE;
- Civil society (for example, the media, faith-based organizations, women's groups, businesses interested in corporate social responsibility initiatives, and networks/groups of people living with HIV and AIDS); and
- Private sector groups that are involved in or have a stake in the education sector.

ANNEX A. STEP-UP ZAMBIA ORGANIZATIONAL CHART

