

**Education Development Center
Time to Learn Project
QUARTERLY REPORT
1 July – 30 September 2012
FY 2012 Quarter 4
Contract No. AID 611-C-12-00002**



Prepared for:
USAID Zambia

Prepared by
EDC – TTL
1025 Thomas Jefferson St.
Suite 700
Washington, DC 20007
September 30th, 2012.



TABLE OF CONTENTS

ACRONYMS AND ABBREVIATIONS..... 2

EXECUTIVE SUMMARY 3

I. PROJECT OVERVIEW..... 4

II. PROJECT ACHIEVEMENTS..... 4

III. SUMMARY OF PROJECT ACTIVITIES 5

IV. CHALLENGES AND PLANNED RESPONSE..... 16

V. PLANS FOR THE FOLLOWING QUARTER..... 18

VI. APPENDICES..... 19

ACRONYMS AND ABBREVIATIONS

CAMFED	Campaign for Female Education
CDC	Curriculum Development Center
COP	Chief of Party
DAPP	Development Aid from People to People
DEBS	District Education Board Secretary
DSWAC	District Welfare Assistance Committee
ECZ	Examinations Council of Zambia
EDC	Education Development Center
EGRA	Early Grade Reading Assessment
FAWEZA	Forum for African Women Educationalists in Zambia
FGD	Focus Group Discussions
MESVTEE	Ministry of Education, Science, Vocational Training and Early Education
M&E	Monitoring and Evaluation
OGCS	Operational Guidelines for Community Schools
OVC	Orphans and Vulnerable Children
PEO	Provincial Education Officer
POC	Provincial Outreach Coordinator
RDC	Resident Development Committee
RTS	Read to Succeed Project
SCOPE	Standards-based Classroom Observation Protocol for Educators
SBC	School Based Selection Committees
TESS	Teacher Education and Specialized Services
TTL	Time to Learn
USAID	United States Agency for International Development
VDC	Village Development Committee
WASH	School Water and Sanitation and Hygiene Education Project

EXECUTIVE SUMMARY

The Time to Learn (TTL) Project goal is to assist the Ministry of Education, Science, Vocational Training and Early Education (MESVTEE) through a five-year national program to provide an equitable standard of education service for vulnerable learners, improve reading skills, and implement practical strategies to strengthen school quality and promote community engagement in community schools. The key purpose of the project is to institutionalize, in a decentralized way, MESVTEE support to community schools to stabilize their operations by providing educational resources, improving teacher skills and school management, improving learner performance, and enhancing learner support through community and private sector participation.

This quarter, TTL and its partners have worked intensively on developing a common vision for the development of students reading competencies and for teacher literacy instructional practices. This was done through the adaptation of the Early Grade Reading Assessment instrument to Zambia languages specificities and norms, and through the development of a tool to observe and evaluate teacher literacy instruction practices called the Zambia Literacy Standards Classroom Observation Protocol in Education (Zambia Literacy SCOPE). These instruments will serve to measure TTL baseline, and will be used as monitoring and evaluation tools by all project stakeholders over the life of project.

TTL has assisted its partners CAMFED and FAWEZA in strengthening their monitoring and documentation systems for TTL scholarship program. The announced USAID Data Quality Assessment was an opportunity for TTL to verify that partners procedures are properly implemented and that scholarship records are appropriately documented and filed. TTL participated to the different steps of USAID DQA in TTL, FAWEZA and CAMFED headquarters, and in FAWEZA target schools in Copperbelt province.

But the main objective of TTL was to reach the target of delivering 16,000 scholarships to orphans and vulnerable children by the end of FY2012. To achieve this objective, TTL has worked with FAWEZA on completing identification of children and on preparing the delivery of remaining scholarship which was to take place between the end of school vacation and the end of the fiscal year (10 – 30 September). TTL POCs and FAWEZA agents were mobilized for the planned delivery of the scholarship in the period. Unfortunately, the whole plan was hold by a bank / money transfer problems that prevented staff to operate during more than a week. The project has delivered 9,630 scholarships to eligible children (60% of target).

TTL has distributed 5,000 learning kits consisting of notebooks, pencils, rubbers for students as well as chinks for teachers to the most deprived Community Schools of Eastern and Lusaka provinces. Provincial Outreach Coordinators have provided orientation to TTL objectives and strategies to Provincial Education Officers and have collected information and statistics on Community Schools in Lusaka, Eastern, Central, Muchinga, Southern and Copperbelt provinces.

I. PROJECT OVERVIEW

The Time to Learn (TTL) project is USAID/Zambia's flagship program of support for improved educational outcomes among orphaned and vulnerable children (OVC) enrolled in community schools. TTL will partner with the Ministry of Education, Science, Technology, Vocational Training, and Early Education (MESVTEE), to develop an effective, replicable and sustainable model for reinforcing reading success and responding to the economic, social and psychological complexities faced by OVC. This includes providing scholarships to assist OVC to transition from community to government schools.

TTL's key purpose is to sustainably improve the quality of education in community schools and institutionalize, in a decentralized way, MESVTEE support to community schools to stabilize their operations. This will be done by providing educational resources, improving teacher skills and school management, and enhancing learner support through community and private sector participation.

Addressing four key task areas, TTL will assist the MESVTEE to:

- Promote a favorable environment for MESVTEE engagement at all levels to support community schools.
- Promote HIV/AIDS prevention and provide a continuum of educational and financial support to enable OVC to participate in upper basic and secondary education;
- Develop the capacity of local community groups and NGOs to advocate for opportunities for children in greatest need; and
- Support opportunities to engage universities and other institutions in research related to promoting educational opportunities for OVC.

II. PROJECT ACHIEVEMENTS

A. Technical

- Data collected on 6 potential TTL target provinces (phase 1)
- PEOs oriented about TTL project objectives and strategies
- Participation in MESVTEE consultative meetings with Department Directors on Coordination Mechanisms
- Participation in Literacy Week through a reading promotion event in a Lusaka Community School
- Distribution of 5,000 learning kits to the most deprived community schools of Lusaka and Eastern provinces
- Early Grade Reading Assessment instrument adapted for two Zambian languages.
- Electronic version of Zambia EGRA developed.
- An instrument to assess teachers' literacy instruction practices developed and tried out (Zambia Literacy SCOPE).
- Qualitative Assessment tools developed with MESVTEE and translated (Cinyanja)

- 49 MESVTEE officials and administrators trained in the foundations of literacy instruction through the development of baseline, monitoring and evaluation tools to 1) assess students reading performances in early grades and 2) evaluate teachers reading instruction practices.
- TTL has provided scholarships to 9,612 children (5,908 Females / 3,704 Males).
- Process to develop guidelines for support to Parent Community School Committees started.

B. Administrative

- COP Patrick Fayaud arrived on post on 6 August 2012
- Office spaces provided by MESVTEE for COP and Technical Staff
- Office spaces provided by PEOs for POCs
- Moved to new office on Kudu Road, Kabulonga.

III. SUMMARY OF PROJECT ACTIVITIES

A. TECHNICAL

1. Distribution of 5,000 Learning Kits

Indicator Type / Description	LOP	Y1 2012 Target	Y1 2012 Actual	Y2 2013 Target	Data Source	Disaggregation
F-Indicator IIP 3.2.1-33: Number of textbooks and other teaching and learning materials (TLM) provided with USG assistance (Type: output)	TBD	5,000	5,000	TBD	Material Distribution Sheets	Province; Grade Level; District Type of Material
2.4 Number of textbooks and other teaching and learning materials provided with USG assistance to community schools						

TTL distributed 5,000 learning kits to the 89 most deprived Community Schools of Lusaka and Eastern provinces (list of recipient schools in annexes). The most vulnerable schools were identified with DEB Secretaries and Planning Officers. A learning kit is similar to that which is provided annually by MESVTEE to public school students and consists of notebooks, pencils and erasers for students, and 10 boxes of chalk for the teacher. These were distributed to grade 1 and 2 students/teachers.

District	# Schools receiving material
Eastern	
Chadiza	5
Mmabwe	17
Nyimba	15
Lusaka	
Lusaka	8
Luangwa	4
Rufunsa	19
Chongwe	5
Kafue	16

2. Participation in MESVTEE activities: Literacy Week

TTL personnel participated in the preparation and organization of Literacy Week, which was celebrated by the MESVTEE and the Ministry of Community Development, Social Services and Youth and Sports. This year's theme was "Literacy and Peace".

The Literacy Week was officially launched on 4th of September by Mr. Benson Banda, Principal Education Officer at Sciences Center representing the Acting Director for Teacher Education and Specialized Services (TESS). With Library Officers from MESVTEE and Lusaka Provincial Office of Education (POE) Standards Education Office and Zonal Coordinator, TTL organized a Reading Day at World of Life Community School. Students from Chibolya, Chifundo, Blessed Vale Community Schools and Chibolya Basic School participated in the event. 30 students read stories and poetry to audiences, performed songs and short plays with messages advocating for universal education and literacy. Story books and textbooks were provided to the participating schools libraries by the MESVTEE through Zambia Library Services, a department of TESS.



A community school 2nd grader demonstrates her reading skills to MESTVEE officials



Upper Primary Students performs a play on the importance for girls to be literate.

3. TTL Workshops and Training Activities:

MESVTEE officials (Central MESVTEE; PEOs; DEBS) have participated in training activities for the adaptation and implementation of EGRA instrument and Electronic-EGRA, on the development of a Teacher Observation tool (SCOPE), on the development and administration of the TTL Baseline data collection. Most of them participated in all the activities together with TTL and RTS personnel. Other (9) DEBs officials were trained by CAMFED on the administration and monitoring of the TTL scholarship program.

Indicator Type / Description	LOP	Y1 2012 Target	Y1 2012 Actual	Y2 2013 Target	Data Source	Disaggregation
F-Indicator IIP 3.2.1-3: Number of administrators and officials successfully trained with USG support (Type: output) 1.1 Number of administrators and officials successfully trained (sub-indicators 1.1.1-1.1.6)	TBD	50	49 98% of target reached	TBD	Baseline is 0. Source is training registration and completion documents.	Sex, province, indirect/direct

Note: Many classroom teachers participated in the Baseline Instruments development and training activities but do not qualify as "administrators" nor as "officials".

Through the EGRA and SCOPE instruments, TTL has developed a common vision with MESVTEE partners of what the project aims to achieve in term of students reading performance and teacher practice. These tools will be used to assess project baseline, but also as monitoring instruments that can be used by all stakeholders to evaluate how teachers improve reading instruction practices and how students progress toward targeted reading performance / standards.

3.1 Early Grade Reading Assessment (EGRA) adaptation

TTL and RTS jointly held a workshop at the Golf View Hotel from 13 to 17 August 2012. This five-day workshop was aimed at adapting the EGRA from English to 6 local languages: Cinyanja, Chitonga, Silozi, Kikaonde, Lunda and Luvale. The instrument needed to be adapted as each language has its specificities (most common vocabulary; special letters; etc) which required the inputs of languages specialists. Language experts from MESVTEE, ECZ and CDC were organized in six language groups to adapt the EGRA tool. The EGRA tasks were limited to 4 as it was assessed that other tasks in the full EGRA were not appropriate to the Zambian context: the end-product was called Mini-EGRA and includes the following components:

1. letter sound knowledge
2. nonsense word decoding
3. oral passage reading
4. listening comprehension

TTL was directly responsible for the development of the tool in two languages (Cinyanja and Chitonga) while RTS was responsible for the remaining four languages. The instrument was tested in Cinyanja at two basic schools in Lusaka (Chibelo Basic School and Lusakasa Basic School) and a few changes (mainly vocabulary) were made as a result of the tests.



EGRA administrator gives instructions



This grade 2 student is having E-EGRA test!

3.2 Electronic EGRA (eEGRA) Training

During this activity, which took place from 27 to 31 August Cinyanja mini-EGRA was converted to electronic form and loaded into testing computers. Then, TTL eEGRA Specialist, Dr. Simon Richmond, trained nine MESVTEE officials and TTL and RTS staff on how to be eEGRA

administrators: he oriented them to electronic test procedures. The e-test was then piloted with approximately 100 students and finalized for official use. Workshop activities included orientation on:

- a. Establishing inter-rated reliability
- b. Establishing subject rapport
- c. Gaining consent
- d. Timing tasks accurately
- e. Distinguishing between letter names and sounds
- f. Interpreting comprehension answers
- g. Discontinuing tasks
- h. Refraining from teaching / prompting
- i. Desk positioning
- j. Data backups

In addition to these topics EDC M&E staff also reviewed the following topics with workshop participants:

- k. Testing team design and schedule
- l. School visit protocol
- m. Classroom sampling procedures

3.3 Development / Adaptation of Zambia Literacy Standards-based Class Observation Protocol for Educators (SCOPE).

Participants included

Literacy SCOPE is an instrument that aims to:

- Develop a common vision of effective reading/writing instruction
- Set common teacher performance standards
- Measure changes in teachers' instructional practices over time
- Assess and identify changes and improvw teaching
- Build a common lens and common language among partners / stakeholders.

The workshop was held from 17-21 September 2012. The objectives of the workshop were:

- 1- To provide orientation to MESVTEE personnel on the SCOPE Literacy tool, its purpose, the context/background of its development and the role it can play in decision making for Zambia policy makers.
- 2- Introduce participants (including MESVTEE –CDC & ECZ officials, RTS and TTL personnel) to the SCOPE Literacy tool, its structure, and the concepts and principles having founded the development of the instrument.
- 3- Review the SCOPE Literacy instrument and adapt it to Zambia reading instruction experiences and current priorities.

During the workshop, existing MESVTEE literacy monitoring instruments were assessed against agreed upon effective literacy instructional practices. Gaps and priorities were identified for developing a contextually relevant observation tool on effective literacy instructional practices. The new tool was then field tested in Lusaka primary schools and finalized. The Zambia SCOPE instrument was the result of this process and is attached in an annex.

3.4 Qualitative Assessment Training

The goal of the workshop was to train all data collectors who will participate in the TTL Baseline data collection activities in the use of the qualitative data collection instruments. It was held from 24-29 September 2012 and led by TTL partner EnCompass, LLC. The qualitative data collection instruments include:

1. PCSC Focus Group Discussion
2. Teacher Interview
3. Teacher Focus Group Discussion
4. Head Teacher Instrument
5. Community School Survey
6. Zonal Head Interview
7. Learner Focus Group Discussion

All workshop participants were trained in five instruments (1-5), and those expressing an interest in conducting Focus Group Discussions received additional training to use tool 7. All participants gained a high level of familiarity with the tools over the course of the workshop and also learned about the goals of the TTL project, the goals and practices of high-quality qualitative research, the particular issues qualitative researchers face in working with learners and schools, and some of the issues concerning data management and quality that they will face in the baseline study. They also had the chance to pilot the instruments in one of four Lusaka community schools visited by the team, and then reflected on this experience. The Zonal Head interviews were conducted by TTL or Encompass senior staff who did not need to be trained on it.

The outcomes of the workshop were:

- Workshop participants became familiar with the goals of the TTL project and the baseline data collection activity
- Workshop participants became familiar with and debated the benefits of qualitative research approaches, data collection with children, and issues of power in research activities
- Workshop participants became familiar with and practiced using the data collection instruments for teachers, head teachers, and parents
- Workshop participants improved their skills as interviewers, moderators, and note-takers
- Workshop participants were identified to conduct the Learner Focus Group Discussion, and a number of different Learner FGDs were piloted
- Workshop participants “back-translated” the English and Cinyanja questions in the research protocols and provided extensive feedback for their improvement
- Workshop participants worked with one another and became comfortable working together as a team

4. TTL Scholarship Program

TTL's scholarship program contributes to mitigating the impact of HIV/AIDS on education; by providing a scholarship, TTL removes the cost of education from among the factors limiting access to and retention in education for vulnerable children, particularly orphans. The scholarship program targets vulnerable girls and boys that are in lower and upper secondary school (Grade 8-12) and who show potential to continue their education and to perform well in school. Lower secondary education is often the time when vulnerable children, particularly girls, drop out from school as secondary schools are generally farther from home, and education and opportunity costs become unaffordable for poor families. The scholarships help students make the difficult transition from primary to secondary education.

9,612 children (5,908 Females / 3,704 Males) had been provided scholarships by 30 September 2012. Target was 16,000. Only 60.1% of target was reached.

Indicator Type / Description	LOP	Y1 2012 Target	Y1 2012 Actual	Y2 2013 Target	Data Source	Disaggregation
PEPFAR C5.4.D: # of eligible children provided with education and/or vocational training (scholarships) <i>4.1 Number of OVCs receiving secondary education scholarships and support</i>	48,000	TOTAL 16,000	9,612 (5,908 Females / 3,704 Males) 60.1% of target reached	8,000	Data from sub-contractors CAMFED and FAWEZA	Sex, age, school, province, district, language, grade

Selection of Beneficiaries:

Beneficiaries are selected by School Based Selection Committees (SBC) composed of representatives of local communities, including members of the Parent Teacher Association (PTA), School Administration, students, and social welfare and development organizations (members from Resident Development Committee (RDC)/Village Development Committee (VDC) and/or District Welfare Assistance Committee (DSWAC)). The SBCs are trained to conduct the selection with criteria aimed at identifying the most vulnerable girls and boys (orphans and children affected by HIV/AIDS). Selection criteria are verified by implementing partners (FAWEZA and CAMFED) through an interview of each individual child before the scholarship is given.

Local education authorities, Provincial Education Offices and District Education Board Offices are involved in monitoring the selection process.

The following categories of children were eligible for scholarships:

- Orphan from a child-headed household that is classified as destitute, according to the Public Welfare Assistance Scheme (PWAS) criteria;
- A girl or boy from a female-headed household and who falls under the category of 'poor' as defined by the community;
- A girl or boy with single or double orphan status, and whose extended family is unable to meet school costs (priority given to AIDS orphans);
- A girl or boy affected by HIV/AIDS and whose guardians/parents are unable to pay for the cost of education.

Scholarship Uses:

A scholarship allows the student to pay for:

- School Fees
- PTA levies/ project fees
- Boarding fees or safe house accommodation (where applicable)
- Uniforms for Grade 8 and 10s only
- Comfort Kits, where applicable for girls (Sanitary wear, under wear and toiletries) and boys (under wear and toiletries)
- Examination Fees (where applicable)
- Stipend for school supplies

Scholarships by Grade

	Female	Male	Total
Grade 8 and 9	5,688	3,477	9,228
Grade 12	220	227	447
Total	5,908	3,704	9,612

Once all beneficiaries are selected, TTL will provide additional support to beneficiaries. FAWEZA has already supported the development of Study Group for grade 9 and 12 students to help students to prepare end of year examinations. Beneficiaries will receive guidance and counseling support, including HIV/AIDS education. To date, beneficiaries have only received a short HIV/AIDS prevention class at the time of their selection, but they will participate in a comprehensive program aimed at mitigating the impact of HIV/AIDS to improve attendance, retention and completion of the education cycle by vulnerable children.

Challenges:

TTL could not finalize the distribution of scholarship to all selected Orphans and Vulnerable Children by 30 September 2012, particularly to these in the most remote areas/schools, despite the mobilization of TTL Provincial Outreach Coordinators to assist FAWEZA teams. At the end of August, beneficiaries were all identified but the following factors prevented the beneficiaries from receiving their scholarship.

- No distribution could happen during the August-September school vacation (3 August – 10 September) as selected students could not be reached.
- TTL’s bank held a wire transfer to a TTL sub-grantee for a week without informing TTL, which resulted in the FAWEZA teams standing by for 12 days without being able to pay scholarships to recipient schools.

TTL is working with the bank on money transfer processes to improve future operations (transfers will be done directly / electronically by TTL thanks to a special protected access to the bank wire system). The schedule for future scholarship cycles will provide much more time for selection and delivery of scholarships.

Despite these problems, TTL has continued delivering the scholarships: on 12 October 2012, 12,957 children (7,826 females / 5131 boys) had been provided scholarship (81% of target). The remainder of the target will be met by the end of October.

5. Assistance to School Based Selection Committees:

543 School Based Selection Committees (SBC) have received orientation and technical support to be able to select and monitor TTL scholarship beneficiaries. Among these SBCs, 428 have received small grants to cover costs to manage scholarships, principally communications costs to contact beneficiary schools. Eventually, all SBCs will receive a grant as part the scholarship package for the school/students.

This support to School Based Selection Committees will continue on a regular basis to build their capacity to monitor beneficiaries attendance, performances, particularly reading performance (goal 1) and to conduct and coordinate other types of support activities (mentoring; HIV/AIDS education; study groups; etc.)

Indicator Type / Description	LOP	Y1 2012 Target	Y1 2012 Actual	Y2 2013 Target	Data Source	Disaggregation
F-Indicator IIP 3.2.1-18: Number of Parent-Teacher Associations or Similar "School" governance structures supported (Type: output) 2.5. Number of PCSCs / School Based Scholarship Committees supported	TBD	500	543	TBD	Grants management document	Province District

6. Data Collection in Lusaka, Central, Eastern, Copperbelt, Muchinga and Southern Provinces.

TTL Provincial Outreach Coordinators (POCs) collected data on Community Schools in the six target provinces where TTL will start operating in the first phase. The purpose of the activity was 1) to provide Provincial Education Officers and DEBs with an orientation to TTL objectives and to discuss its strategies and identify major challenges faced by Community Schools, 2) to collect information and statistics on Community Schools, 3) to identify stakeholders intervening in the sector to inform TTL planning, and 4) to assess the level of support to Community Schools provided by MESVTEE.

TTL POCs found that the information available at PEOs and DEBs levels varies a lot from province to province, and from district to district. Often, information was not available, or had not been updated for years. The type of information POCs did attempt to collect included the following:

- Number / Name of schools / Zone / District
- Number of teachers (Trained seconded MESVTEE teachers / untrained teachers)
- Students (Male / Female) enrolment / School / Grade
- Distance to Zonal Center / Zonal Resources Center and to DEB
- Information collected was incomplete and will need further research when POCs will be posted in PEOs.

Number of Community Schools per target provinces:

Copperbelt	341
Eastern	394
Lusaka	356
Central	358
Southern	297
Muchinga	200
Total	1946

Observations made:

- Many Community Schools still do not benefit of any support from MESVTEE
- Few schools actually benefit from grants provided by DEBs
- Many Zones provide in-service teacher development opportunities to Community School Teachers, but the vast majority of Community Schools are never monitored/ supervised/ supported, although this varies considerably from District to District and from Zone to Zone
- Learning material and textbooks are often not available, or in insufficient number
- District Resources Centers have adequate space for training activities
- Other partners support OVCs and provide Scholarship, and/or activities to mitigate HIV/AIDS impact (including CARE; World Vision; Child Fund; UNICEF).

- Interactive Radio Instruction lessons are still broadcasted; but it needs to be assessed whether Community Schools still listen to them regularly.

7. Development of Learning / Teaching Material

Development of a Classroom Resource Kit

One of the factors for poor performance of learners in early grade reading is the lack of appropriate teaching and learning material in classrooms. RTS and TTL agreed that the two projects will work together on the development of simple and cost effective classroom resource kits for both teachers and learners (in 5 local languages).

The two projects developed a road map which began with the identification of the technical team, formation of writing teams, meeting with the technical team, review of existing local and international materials on good practices for reading instruction, planning meeting for the technical team, and a visit to select schools to observe lessons. The first writer's workshop to create a competency framework / skills map for grade 1 will take place in October 2012.

A meeting was held on 13th August 2012, to identify members of the technical team from Directorates of the Ministry of Education and other institutions to constitute a technical committee. The names and terms of references were submitted to the Directorate of Standards and Curriculum for endorsement and subsequent appointment.

The Secretariat, which comprises Francis Sampa (RTS) and Georgina Hamaimbo (TTL), developed a road map for the material development:

- A. Scope of work for Material Design/Writing Teams:
- B. Composition of Material Design/Writing Teams:
- C. Identification and appointment of members of the Writing Teams in consultation with two Directorates: Directorate of Standards and Curriculum and Teacher Education and Specialized Services. The two teams will process will be supported by at least two reading / teacher development specialists from TTL and RTS.
- D. Creation a competency framework for grade 1
- E. Development of a classroom resource kit for reading in 5 local languages
- F. Development of a training manual for teachers
- G. Field test of material and guidelines in schools and revision

Operational Guidelines for Community Schools

One of TTL's objectives is to simplify the Operational Guidelines for Community Schools (OGCS) which provides Community School stakeholders, including Parents Community School Committees (PCSC), with guidance on their role in school management and operations. The simplified guideline will also be translated into the seven official Zambian languages and PCSCs will be oriented on the guidelines in order to improve the operations of their school.

Training Manual for members of PCSCs

TTL is developing a training manual for the members of PCSCs to equip them with necessary knowledge, skills, values, and attitudes to mobilize communities to support early grade reading at the community level. The document will include topics such as family and household mobilization around reading performances; reading activities at home; reading activities in the community (story telling; writing traditional stories; etc.); community mobilization principles; gender issues; provision of reading material, monitoring ones child learning and performances, meeting regularly with teachers, etc. The draft document will be reviewed and developed during a workshop planned to be held at the end of November, 2012.

8. Meetings

The TTL COP and technicians participated in several meetings including:

Meetings with MESTVEE: TTL met regularly with Standards and Curriculum and Teacher Education and Specialized Services to inform them about TTL progress and to discuss TTL intervention strategies.

Meeting with USAID projects: TTL met regularly with RTS and Step Up COPs and technical specialists to coordinate actions and plan technical interventions.

Meetings with other Stakeholders: TTL COP and technical specialists met with other stakeholders to develop their understanding of Community Schools, and the reading instruction context and challenges (including UNICEF, CARE International, World Vision, Room to Read, DAPP). TTL participated in the September Community School Technical Sub-Group which was unfortunately not well attended. TTL will discuss with UNICEF on ways to re-activate this group.

B. ADMINISTRATIVE

TTL has completed several administrative tasks and achievements in the quarter including:

- **Personnel Recruitment.** The Chief of Party arrived at post on 6 August 2012. OVC Specialist, Mr. Sikapale Chinzewe was recruited and Ms. Carrie Lewis was selected to be TTL Teacher Development Specialist. Ms. Lewis will come to Zambia to participate in the development of Teacher Development strategy in October 2012, and will return permanently to Lusaka at the end of December 2012.
- **Office spaces:** In September, TTL moved into a new office space located at Kudu Road, Kabulonga. In addition, TTL held meetings with the MESVTEE to identify office space to accommodate the TTL COP and technical personnel. It was eventually agreed that TTL, RTS and Step Up would share an office for COPs at MESVTEE headquarters, and that TTL and RTS technical specialists would share an office at CDC. This arrangement will allow a better coordination between partners and the MESVTEE.

- **Vehicle procurement:** Four vehicles were delivered to TTL. Due to a change of specifications after the vehicles were initially ordered from Toyota Zambia, the two other vehicles are still to be delivered to TTL. They should arrive in October 2012.

IV. CHALLENGES AND PLANNED RESPONSE

A. TECHNICAL

1. New TTL Scope of Work / Realignment of TTL project with USAID Education Strategy:

Challenge: TTL has not received a revised Scope of Work during this quarter, and it was difficult to plan activities when new directions and objectives were still unclear.

Planned response: TTL started to collect data from all potential provinces as soon as it was made clear that the expected geographic scope for TTL was national. Work is underway to re-program the project to respond to USAID revised scope of work

2. Involvement and training of MESVTEE officials:

Challenge: All five USAID-funded projects in the education sector are expected to work through MESVTEE structures at national and decentralized levels. At a time when MESVTEE was planning for end of year exams, it has been challenging to obtain the level of cooperation desired by the project. Coordination mechanisms led by MESVTEE are not yet operational.

Planned response: TTL adjusted its training activities and baseline assessment in order to avoid conflict with exams and students' assessment. TTL will work even closer with Step Up and RTS to avoid conflict of calendars and to plan activities jointly. TTL will work with other stakeholders on activating MESVTEE coordination mechanisms.

B. ADMINISTRATIVE

3. Recruitment of professional staff:

Challenge: It took a long time to identify qualified OVC and Teacher Development Specialists. No qualified and available Teacher Development Specialist with strong literacy skills could be found in Zambia. TTL personnel had to take on multiple responsibilities for activities beyond their terms of reference.

Planned response: Mr. Sikapale Chinzewe was selected as an OVC Specialist and will start work in early October. Mrs. Carrie Lewis was selected to become TTL's DCOP/Teacher Development Specialist: she will be in Zambia in October to assist with

the development of the reading instruction strategy, and will be posted permanently in Zambia in December 2012.

4. Disbursement of scholarships:

Challenge: Camfed and FAWEZA were given a very short period of time to disburse 16,000 scholarships. FAWEZA's monitoring and evaluation system was particularly overwhelmed because of having to track disbursement of nearly 13,000 scholarships within a 4-month period. FAWEZA had selected most of the beneficiaries, and was confident it could deliver the scholarship in the weeks following the re-opening of schools after August vacation. Unfortunately, the process was delayed by 10 days due to money transfer problems: TTL's bank did not wire the money to FAWEZA as instructed and waited a week to inform TTL about the technical problem they had encountered. As a result, it froze the disbursement of scholarship to schools by FAWEZA and TTL agents.

Planned response: TTL's OVC Specialist will assist partners in planning interventions. TTL is working with Barclays Bank on an electronic direct system of wires which will avoid the type of human error that Barclays Bank personnel have made in this case.

V. PLANS FOR THE FOLLOWING QUARTER

- 1. Response to USAID revised TTL Scope of Work.** TTL will review its strategic approach and submit a new work plan and budget to USAID to respond to the revised Scope of Work.
- 2. Continue mapping exercise:** The mapping activity conducted by POCs in August and September yielded incomplete results, as most DEBs do not have updated data and information about community schools under their jurisdiction. Data will need to be completed with more precise data (e.g., # grades / schools; enrolment in early grades; distances; etc.)
- 3. Orientation and Planning at PEOs and DEBs.** Although Provincial Education Officers and most District Education Board Secretaries have already received an orientation to TTL objectives and strategies by POCs, there is a need to develop the understanding of TTL objectives and plans by all key personnel from these offices, and to develop Provincial Work Plans with them.
- 4. Opening 6 TTL Provincial Offices.** PEOs have already committed to provide space for TTL Provincial Outreach Coordinators. Most of the offices allocated will need renovation and equipment. This will be completed by mid-November 2012.
- 5. Defining Standards for reading achievements for grades 1 & 2 in collaboration with MESVTEE and RTS.** A workgroup supported by TTL will define these standards

which will be validated in a stakeholders' workshop.

6. **Defining Standards for reading instructional performances for teachers.** Using SCOPE as a reference, TTL will design a competency framework for teachers.
7. **Early Grade Reading Strategy & Teacher Development.** Early Grade Reading Strategy and a sustainable approach to continuous teacher professional development will be developed in consultation with MESVTEE and RTS: the first Training of Trainers module for DEBS / Zonal personnel will be created as well as the related training material.
8. **Development of Learning / Teaching Material Resources Kit.** This activity will continue with RTS and MESVTEE.
9. **Development/Simplification and Translation of Operational Guidelines for Community Schools.** Guidelines and training modules will be finalized in November 2012.
10. **Baseline Assessment:** The baseline assessment will be conducted in October in Eastern and Lusaka provinces, and will be continued in Muchinga, Southern, Copperbelt and Central later in November (before the end of school year). Data collected will be analyzed and will inform project strategies toward teacher training and community mobilization and will provide information on gaps on reading instruction in community schools.
11. **Development of TTL database and data entry.** TTL database will be created and existing data on Community Schools and TTL activities' records will be entered into the database.
12. **Development of TTL sustainable framework for supporting OVC education needs**

VI. APPENDICES

Appendix A	Success Stories	Page 1
Appendix B	Baseline and Monitoring & Evaluation Instruments (EGRA & SCOPE)	Page 8
Appendix C	List of officials and administrators trained	Page 36
Appendix D	Consultants Reports	Page 39
Appendix E	Scholarship & School Based Selection Committee data	Page 47
Appendix F	Provincial Outreach Coordinators Field Assessment Reports	Page 58
Appendix G	Learning Material Distribution List	Page 69