

**Education Development Center  
Time to Learn Project  
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FY 2013 Quarter 3  
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## ACRONYMS AND ABBREVIATIONS

ASRH	Adolescent Sexual Reproductive Health
CAMFED	Campaign for Female Education
CDC	Curriculum Development Center
COP / DCOP	Chief of Party / Deputy 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
PCSC	Parents Community School Committee
POC	Provincial Outreach Coordinator
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
ZIC	Zonal In-Service Coordinator

## 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.

During the reporting period, TTL analyzed baseline data with MESVTEE and ECZ, and finalized the TTL Baseline Assessment report. TTL consolidated its monitoring system and trained its personnel and counterparts in using monitoring instruments. TTL collaborated with other partners in planning the development of MESVTEE research agenda, and conducted initial planning for the FY2013 process evaluation and two case studies.

The Community School Steering Committee met for the first time in April 2013. It was created to work toward the institutionalization of MESVTEE assistance to Community Schools and to monitor and coordinate MESVTEE and partners support to Community Schools, and to provide strategic guidance to TTL and other projects supporting MESVTEE. The Steering Committee has reviewed its terms of reference and has set its objective for 2013.

As the chair of the Community School Sub-Group, TTL has organized two meetings during the quarter with sector partners. As such, TTL has also participated in the planning of the Joint Annual Review (JAR) with the Projects Coordination Committee. TTL participated in the JAR in Central and Copperbelt provinces.

TTL organized Planning Meetings in each of the 6 target provinces. The activity gathered PEO and DEBS representatives in Provincial Resource Centers, in order to review achievements and to plan TTL activities for the next 6 months. As a result, each DEBS designed a district schedule for TTL activities.

2013 Community Schools statistics were collected / verified by TTL and its counterparts: a total of 410,249 students, including 294,662 Grade 1-4 students (148,970 females / 145,692 males) are enrolled in the 2,138 USAID/TTL supported Community Schools in the 6 provinces.

This quarter, 183 Zonal In-Service Coordinators (121 males / 62 Females) were trained in the TTL Quick-Start Literacy training. ZICs have trained Head Teachers to equip them with skills and tools to organize school-based Teachers Learning Circles. 1,473 Head Teachers (1,060 males / 413 females) were then trained in the Literacy program, and then have organized school based bi-monthly learning cycles for teachers. **3,566 teachers** (2659 males / 907 females) have been trained in the quick start literacy program

With CDC, TTL developed new learning material (e.g. Story Cards in three languages) and selected reading material for reproduction and distribution in Community Schools. TTL co-sponsored a CDC writers workshop to finalize Grade 1 textbooks and teacher guide. CDC

continued to work on the material after the workshop and Grade One books – Teacher’s Guide and Learner’s Books - have been completed for all languages. The remaining work is to complete the layout with illustrations before going to print.

Over 7,000 documents / teaching materials have been delivered to trainers and head teachers during this quarter. This includes monthly Head Teachers Literacy Training material, Teachers Learning Circles facilitation modules, and MESVTEE primary syllabus.

1,471 additional scholarships (829 Females / 642 Males) were paid during the quarter. The total number of scholarship paid for in FY2013 is now of 5,858 (3,492 Females / 2,386 Males).

The Grade 10 Scholarships are yet to be distributed. FAWEZA has continued tracking individual beneficiaries transferred from basic schools to secondary schools (Grade 9 to Grade 10).

TTL conducted a DQA of TTL scholarship program. The quality of data provided by TTL Partner FAWEZA was found to be very low. The exercise even led to the identification of potential frauds in North Western province which were reported to the Office of Inspector General by EDC.

33 additional members of 11 PCSCs were trained during this period in the mobilization of communities and parents around reading (Southern Province). TTL has also worked with MESVTEE and partners on planning the revision of Community Schools Operational Guidelines and the training of all PCSCs.

## **I. PROJECT OVERVIEW**

The Time to Learn (TTL) project is USAID/Zambia's education program which aims to improve educational outcomes among orphaned and vulnerable children (OVC) enrolled in community schools. TTL partners 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**

- First meeting of the MESVTEE Community School Steering Committee
- Two meetings of the PCC Community School Sub-Group
- Participation of TTL in MESVTEE and partners Joint Annual Review.
- Final TTL PMP submitted to USAID
- TTL Baseline Report Finalized. It provides data collected in a sample of 192 Community Schools, including Early Grade Reading Assessment (EGRA) and Standard Based Classroom Observation Protocol for Educators (SCOPE) results, as well as qualitative data on Community Schools (CS) characteristics, support to CS and role of PCSC.
- 2013 Community Schools statistics collected and verified
- 183 Zonal In-Service Coordinators (121 males / 62 Females) trained in the TTL Quick-Start Literacy training.
- 1,473 Head Teachers (1,060 males / 413 females) trained in the Literacy program, and
- 3,566 teachers (2659 males / 907 females) trained in the quick start literacy program
- Development of Literacy Teacher Training Program and training documents.

- 33 additional members of 11 PCSCs members of PCSC trained in facilitating reading activities at household and community levels (in addition to the 445 trained last quarter).
- Community Schools Operational Guidelines assessment report consolidated.

## B. Administrative

- New OVC specialist recruited
- TTL Monitoring & Evaluation Team restructured to include a Monitoring Specialist

## M&E Indicator Table

Goal: Education Achievement in Reading Improved by 2017					
Indicator Type	Indicator Description	LoP & Yearly Targets		Cumulative prior to current Quarter	Year 2 Quarter 3 April 1- July 31, 2013
<b>IR1: Ministry of Education Systems Strengthened</b>					
<b>F-Indicator IIP 3.2.1-3:</b> Number of administrators and officials successfully trained with USG support (Type: output)	1.1 Number of central MOE, district, provincial officials trained	LOP=326 Y2=98, Y3=98, Y4=40, Y5=40	TOTAL 745 (259 F / 436 M): 110 MESVTE / PEO / DEBS + 635 Head Teachers		1,473 Head Teachers (413 F / 1,060 M)
<b>Custom Indicator:</b> Time to Learn (Type: outcome)	1.2 Percentage of zonal, district, provincial and other MESTVEE entities monitoring community schools systematically	LOP=80% Y2=50%, Y3=60%, Y4=70%, Y5=80%			Data is still being collected
<b>Custom Indicator:</b> Time to Learn (Type: outcome)	1.3 Percentage of TTL community schools receiving increased support from the MESVTEE	LOP=20% Y2=5%, Y3=10%, Y4=15%, Y5=20%			Data is still being collected
<b>IR 2: Community School Performance in Reading Improved</b>					
<b>F-indicator IIP 3.2.1-27:</b> The proportion of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text (Type: outcome)	2.1 The proportion of learners in TTL-supported community schools who, at the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text	LOP= 15% (3:20) Y3=8%, Y5=15%			N/A
<b>Custom</b> (Type: output)	2.1.1 The number of learners in TTL supported community schools with reading skill gains	LOP=500,000			N/A

<b>F-Indicator IIP 3.2.1-31:</b> Number of teachers/educators/teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support (Type: output)	2.2 Number of teachers who have successfully completed TTL in-service training in reading	LOP= 5,633	450 ZICs (130 F / 370 M)	TOTAL 3,749 (969 F / 2,780 M) 183 ZICs (62 F / 121 M) + 3,566 Teachers (907 F / 2,659 M)
<b>F-Indicator IIP 3.2.1-33:</b> Number of textbooks and other teaching and learning materials (TLM) provided with USG assistance (Type: output)	2.4 Number of textbooks and other teaching and learning materials provided to community schools	LOP=300,000 Y2=88,000, Y3=88,000,Y4=62,000, Y5=62,000	800 MESVTEE Syllabi distributed	7000 (Teaching Guides)
<b>F-Indicator IIP 3.2.1-18:</b> Number of Parent-Teacher Associations or Similar "School" governance structures supported (Type: output)	2.5. Number of PCSCs (or similar school governance structures) supported	LOP=3,500 Y2=2,100, Y3=2,100,Y4=2,100, Y5=1000	120 PCSCs trained (reading) & 12 PTA trained by CAMFED	TOTAL 62: 11 PCSC (reading)+ 51 PTA (Scholarship program)
<b>IR 3: Equitable Access to Education Increased</b>				
<b>F-Indicator IIP 3.2.1-14</b> Number of learners enrolled in primary schools and/or equivalent non-school based settings with USG support (Type: output)	3.1 Number of students enrolled in TTL-supported community schools in grades one to four	LOP=533,710 (2014 schools x average size of grade 1-4 265)		Female 148,970 Male 145,692 Total 294,662
<b>F-Indicator IIP 3.3.2-15:</b> Number of USG-assisted organizations and/or service delivery systems strengthened who serve vulnerable populations (Type: output)	3.2 Number of community schools strengthened in their provision of services to vulnerable children	LOP=750 Y3=500, Y5=250		2,138
<b>IR4: HIV/AIDS Impact on Education Mitigated</b>				
<b>PEPFAR C5.4.D:</b> Number of eligible children provided with education and/or vocational training (scholarships) (type: output)	4.1 Number of OVCs receiving secondary education scholarships and support (number in parenthesis are continuing students)	LOP=16,000 (48,000 school. Units) Y2-Y4=(8000 continuing annually)	4,380 (2,658 F / 1,722 M)	1,471 (829 F / 642 M)
<b>F-Indicator IIP 3.2.1-44:</b> Number of teachers in USG supported programs trained in how to support learners psychological well-being (Type: output)	4.3 Number of community school head teachers and secondary school teachers trained in how to support OVCs psychosocial well-belling	LOP= 2,761 unique (5,522 with multiple training) Y2=1811, Y2=950		379 Safe Club Overseers (secondary teachers)

### **III. SUMMARY OF PROJECT ACTIVITIES**

#### **A. TECHNICAL**

##### **1. Support the use of assessment as an instrument for improving reading instruction to assure quality in community schools**

The major activities undertaken by TTL under this objective were baseline data analysis, submission of a draft baseline study report, the development of project monitoring systems, project monitoring system training for EDC staff, the collaboration in support of the research agenda, and initial planning for the FY2013 process evaluation and two case studies.

In June TTL transitioned its project evaluation team. A new Research & Evaluation Fellow, Zachariah Falconer-Stout, began work in Lusaka on June 10th, while the exiting Fellow, Robert Pollard, finished his assignment on June 21st. This two week overlap between the in-coming and out-going Fellows provided Mr. Falconer-Stout with valuable orientation to TTL, EDC, and the broader context. The Encompass sub-contract project management also transferred from Diane Gardsbane to Lyn Messner on July 1st. In June, Lyn and Diane held a series of meetings, together with EnCompass Executive Management, to ensure a smooth transition.

##### **2. Engage universities and other academic institutions to conduct targeted research promoting educational opportunities and improved reading outcomes for CS & OVCs.**

Work this quarter was dedicated to preparing the baseline data for distribution to the MESVTEE, researchers, and other stakeholders requiring several visits by the out-going Research & Evaluation Fellow to MESVTEE offices to maintain a close working relationship with counterparts.

At the June meeting of the Data Harmonization Working Group (UNICEF, the World Food Programme, USAID, ECZ, and the MESVTEE Department of Planning) in Siavonga, the Evaluation Specialist presented how TTL is collecting data in schools and provided a road map on harmonizing data collection and education indicators. TTL later attended a routine Data Harmonization Working Group meetings to continue the harmonization process.

The Evaluation Specialist participated in the Research Coordination Committee (RCC) meeting in May supporting further development of a local steering body by:

- Presenting TTL's research activities;
- Proposing two EnCompass-led initiatives: Lunch & Learn and Visiting Lecturer programs;
- Developing a research agenda with the RCC; and
- Initiating planning for the research consortium.

Evidence emerged this Quarter of increasing research and evaluation capacity within the Examination Council of Zambia (ECZ). ECZ research officers reported that, as a result of the training provided by EnCompass in FY2013 Q2, they were using both Dedoose (qualitative) and

the statistical package R (quantitative) for other studies such as a UNICEF-funded research project on absenteeism.

In addition, it must be noted that the EGRA assessment results were used and discussed during the JAR to justify MESVTEE objective to focus on early grade reading. Senior MESVTEE officials presented the findings and tables from TTL's preliminary baseline EGRA findings alongside the grade 5 national assessment data in the ECZ national assessment report, indicating strong local ownership of the baseline results. TTL also worked with Read to Succeed (RTS) and ECZ to inform the ECZ research officers on the methodology RTS and TTL used to collect EGRA data. Finally, the TTL Evaluation Officer merged RTS and TTL EGRA data to present collective EGRA data from 2012 to facilitate comparison between community and government school learners in Eastern and Muchinga provinces (the two provinces where RTS and TTL overlap).

Additionally, at RCC meetings, TTL led discussions of how TTL data systems will feed into MESVTEE monitoring and evaluation systems.

TTL presented highlights from the final baseline study report during a daylong TTL staff workshop on June 20th. Comments provided during the workshop as well as those from MESVTEE counterparts have been incorporated in the final report provided as an annex of this report. This workshop also facilitated initial planning for the upcoming process evaluation by eliciting inputs from participants on their priorities and revisited and further specified potential topics for the first two case studies. Meetings with the ECZ, the Curriculum Development Centre, Directorate for Planning and Information, and several TTL staff helped to further specify Project Year 2 evaluation activities.

### **3. Improved Reading Performances and Promote the development and qualification of CS teachers**

#### ***Task 6.1a: Improve reading instruction in community schools***

QuickStart Literacy trainings were completed in May 2013, with all provinces reaching down to the schools. The QuickStart Literacy Training provided a general backdrop of information for all future trainings. Clearly laying out the key competencies as expressed by the ministry of education, the mandate to follow local language alphabet sounds and the importance of beginning early with original writing instruction were all elements of this first training.

Following QuickStart, TTL is producing modules on each theme contained in QuickStart. The first and second modules focused on Reading and Writing respectively. Each of the two topics is borne out of the MESVTEE approach to focus on key competencies as proven component skills necessary for learning

In Choma district (Southern Province), the DEBS has assessed that the TTL Quick Start Literacy training was also relevant to Government Primary School teachers, and have mobilized resources to include Government School teachers in the training program. Government School teachers have been trained as a result with DEBS resources.

to read and write. Regular monthly training continues at both the zones and the schools with ZICs training Community School Head Teachers at the zone and Community School Head Teachers training the remaining teachers at their school in two monthly Teacher Learning Circles. The modules follow a systematic schedule of information, discussions, activities and reflections. The modules are designed to give Head Teachers and Teachers the opportunity to learn and reflect on a topic as well as create lesson plans or materials for immediate use in the classroom. By the end of this quarter 1,473 Head Teachers (1,060

males / 413 females) and 3,566 teachers (2659 males / 907 females) were trained. The number of Head Teachers and Teachers trained is likely to be much higher (with almost all head teachers and teachers trained) than these reported figures, but these number reflects number confirmed by TTL POCs and counterparts upon reporting time. Several districts are still collecting data at this time.

**Zonal Training Topics**

- 1 Key Reading Skills
- 2 Writing
- 3 Alphabet sounds
- 4 Creating materials for Literacy (reading and tracking material)
- 5 Teaching Comprehension
- 6 Assessing learners

**Teacher Learning Circles**

- 1a Reading
- 1b Read Aloud
- 2a Writing
- 2b Writing
- 3a Alphabet Sounds
- 3c Scripted Lessons
- 4a Creating reading materials
- 4b Creating assessment records
- 5 Building vocabulary for comprehension
- 6a Record keeping

Accompanying QuickStart, TTL has delivered 573 reams of newsprint to the neediest schools. The newsprint was delivered to aid those schools with scant resources to begin the practice of writing in the classroom. Writing, we believe, is an essential “sister” to reading. Encouraging good literate behavior includes writing and analytical thinking; two skills practiced while engaged in original composition.<sup>1</sup> Our Provincial Outreach Coordinators in partnership with their District and Provincial counterparts were also able to deliver 1,122 copies of the syllabus to classrooms. Our initial visits revealed that many Community Schools were without this basic primer on the requisites for instruction.

A by-product of the training has been that the ZICs capacity to train has been enhanced. (See Success story from Central Province) ZICs receive a comprehensive package of training materials that require little preparation. In addition to providing CPD materials which clearly outline the fundamentals of improving reading instruction, TTL is strengthening the link between government and community schools – Zonal In-Service Coordinators now have regular contact with Community Schools within their catchment area. If this method of developing regular training between zones (or districts) and the Community Schools proves sustainable, TTL will propose to continue this type of regular contact where Community Schools are able to access services including CPD. Whether the best way to move forward is with the zones or with the districts remains to be seen. TTL

<sup>1</sup> **Preventing Reading Difficulties in Young Children**, Catherine E. Snow, M. Susan Burns, and Peg Griffin, Editors; Committee on the Prevention of Reading Difficulties in Young Children, National Research, 1998

will, in the coming months, experiment with CPD delivery at the district level and perform a cost-benefit analysis of the two methods before presenting recommendations to the MESVTEE.

In the next quarter modules on Alphabet Sounds, Creating Teaching and Learning materials and Performing Classroom- Based Assessments will be rolled out. Work has begun on the third module.

To provide teachers with quality information that will inform instruction, TTL has developed a Continuous Assessment booklet which follows the MESVTEE language schedule. The language schedule is a systematic approach to introducing letter sounds, which builds syllables and later words. Providing teachers with systematic points of reference linked to termly language objectives, will allow them to be able to adjust lessons according to the pace of the learners and have information to report to parents, Head Teachers and central Ministry staff. In addition, teachers will have information on individual learners, knowing specifically where each learner lies in the progression of building phonemic knowledge.

In April and May the Teacher Development Specialist conducted two additional monitoring trips in Central Province and the Copperbelt. The visit to the Copperbelt was useful in sorting out questions regarding the sequence of trainings and the materials necessary for each level of training.

The Teacher Development Specialist (TDS) outlined several topics which were later included in a draft for a workshop to develop modules on leadership training on how Head Teachers can be developed as the pedagogic leaders of their Community Schools.

To assist with tracking the training activity the TDS has been collecting attendance data for trainings that have occurred in the last quarter.

***Task 6.1.c: Promote the development and qualification of teachers serving in community schools using pre service and in-service training***

TTL organized Planning Meetings in each of the 6 target provinces. The activity gathered PEO and DEBS representatives in Provincial Resource Centers, in order to review achievements and to plan TTL activities for the next 6 months. As a result, each DEBS designed a district schedule for TTL activities.

TTL intends to step up its involvement with TESS by working together to finalize the draft Literacy Strategy and CPD framework. (See attached draft strategy). The competency framework for Community School teachers will look at how TESS involves Community School teachers, where there are gaps and filling these with experience-appropriate and practical information for CS to improve instruction. Work on the competency framework will begin in the next quarter to be developed in Q4.

Time to Learn has been actively involved in the MESVTEE campaign to promote reading. We attended the STEP UP sponsored introduction and review describing the objectives of the campaign and have offered to be a part of the consortium of projects supporting the ministry's

campaign.

As reported in the last quarterly report, Time To Learn has developed a series (three) of scripts that introduce the sounds of the alphabet to teachers. TTL has brought this to completion and has identified a local studio to record the scripts. Using the Chief Curriculum specialists pronunciations, TTL will begin recording in the next quarter.

In addition, an outline for the TTL Teacher Incentive Program was drafted to be discussed with TESS. Following consultations with TESS, it will be incorporated into the Teacher Development Strategy to improve Community Schools teachers performances.

TTL is in the process of creating several instructional videos for the continuous professional development meetings that we will be encouraging at each Community School. Before videos can be loaded onto phones, however, they capacity for video playback needs to be added to the Stepping Stone platform which will be loaded onto each phone.

To add video capability, the US programming company Objective Arts was employed to upgrade Stepping Stone. They completed this task in June, and Stepping Stone can now replay video in a variety of formats. We have now turned our attention to creating the instructional videos which will compliment the In-service training program we are developing for teachers.

TTL has also entered into a dialogue with RTS to harmonize systems to collect and transmit school data through cell phones.

***Task 6.1.d: Provide text books and instructional resources to improve the teaching of reading in community schools***

Time To Learn has been reviewing government sanctioned locally available material to provide teaching and learning materials for Community Schools. The first set of items under construction is Story Cards. The first set of cards is now complete – having been translated into TTL’s three target languages; CiNyanja, CiTonga and IciBemba. The set of cards includes six titles – five fictional tales and one non-fiction text. The cards will be made available to Community School teachers to read to children. The TTL message has been from the beginning of QuickStart that reading begins with being read to and much has been researched and proven that reading aloud to children – from birth to adolescence - is essential for developing good readers that are engaged with the contents of the text.<sup>2</sup>

The second set of materials TTL will provide to Community Schools is previously published story books that are recognized by the ministry. After meeting with Maiden,

- Read-Alouds increase children's vocabularies.
- Parents and teachers are role models for children when reading.
- Reading aloud introduce books and types of literature—poetry, short stories, biographies — children might not discover on their own.
- Reading aloud introduces the language of books, which differs from language heard in daily conversations, on television, and in movies. Book language is more descriptive and uses more formal grammatical structures.
- Reading aloud supports the development of thinking skills as children and adults discuss books, articles, and other texts they read together.

<sup>2</sup> <http://journal.naeyc.org/btj/200303/readingaloud.pdf>

Longman, and Oxford Publishers in this quarter and Happy Readers in the last quarter, TTL has coupled together a set of simple books that are most in line with the new literacy approach to teaching reading. Though all these materials will be supplementary, they are (1) appropriate for early grades (2) available in local language and (3) approved by the ministry. We have selected titles and will procure the material in the next quarter.

In May TTL co-sponsored a Writer's Workshop with Read To Succeed to complete the development of Teacher's Guides and Learner's Books of scripted lessons. All seven language groups gathered in Kabwe for a week-long writing and reviewing workshop. During this time, TTL was able to introduce further development of the language schedule. The schedule introduces letter sounds in unique sequence for each language; however, we were able to develop the beginnings of a vocabulary schedule which asked each writing team to create a list of words based on the schedule. From this, we further developed short stories using a controlled list of vocabulary that learners would be exposed to at the end of the term. The writers experienced that at the end of Term One in Grade One, learners should be able to read short texts. As the school year progresses, learner should add new vocabulary, expanding the possibility for the types of text they can read. A workshop will be held in Quarter 4 to continue this work.

The May Writer's Workshop brought all writers, typists, illustrators and layout professionals together to complete Grade One materials. TTL's TDS and Literacy Consultant worked with the CDC and RTS to plan the workshop for optimum output. TTL arrived at developing honest and practical objectives for each language group so that Grade One would be completed by May 30<sup>th</sup>. Though the materials have been delayed, there is a clear path forward so that the books should arrive before the beginning of 2014. As reported by CDC, by the end of Q2, Grade One books – Teacher's Guide and Learner's Books have been completed for all languages. The remaining work is to complete the layout with illustrations before going to print.

Finally, TTL is developing the contents for a Mobile Community Library Box. The contents of the box will create a home-school connection through reading and literacy skills. The box, which will be developed out of our Public Private Partnership with TOTAL/ Zambia will house books, materials for recording stories and games that enhance literacy skills.

***Task 6.1.f: Support the use of assessment as an instrument for improving reading instruction to assure quality in community schools***

This quarter, Time To Learn attended the development of performance level descriptors (PLDs) workshop that was sponsored by RTS. Time To Learn contributed by presenting question to consider when establishing the number of words per minute that each (early) grade learner should be able to achieve by the end of the year. Establishing a nationally recognized rate of fluency is difficult in the text poor context, however attempts at establishing this beginning number proves that the first step has been taken to determine grade appropriate accomplishments. Meanwhile, Time To Learn will be completing the draft of milestones for Grades 2, 3 and 4 to be submitted to the National Literacy Framework Review committee. The completed Framework remains with the MESVTEE and we are awaiting word on the next set of approvals.

**Introducing eEGRA**

We believe that the best way to introduce regular literacy assessment into schools is to train school officials to use EGRA. However the test involves some complicated analysis, and while it is possible to teach an educator to administer the test, it is not possible to teach them to analyze the results. This is where eEGRA will be very useful.

eEGRA is the digital form of the test, and it automates the analysis so the educator does not need any statistical skill to understand the results. eEGRA is a simple excel file, so it can run easily on any machine that has Microsoft Excel, and it does not take any special skills to install or understand the program. We have used eEGRA to administer our project baseline, so the 2.0 version software is already successfully implemented in our sample schools.

However, to make the electronic assessment more useful to schools it needs to be simplified further. To achieve this we are creating version 3.0, which will have several key improvements.

The first improvement will be to maintain the analysis engine of excel, whilst converting the format of the user interface to PowerPoint. This will accomplish two things: standardize the graphic draw procedures on all machines (PowerPoint automatically accomplishes this to ensure that a presentation looks the same regardless of the computer used to play it) and remove the potential for accidental mouse clicking which sometimes occurs with novice computer users. We realized that if eEGRA was to be used by District Officials in schools, some of whom have only basic computer skills, we needed to remove the toolbar that comes with an excel spreadsheet as they can accidentally click on it and then disrupt the test. By launching eEGRA as a PowerPoint show, we are able to restrict available buttons and prevent this from happening.

The reprogramming of eEGRA in PowerPoint is a time consuming process, but we are making progress. Our first draft is complete, and we are now working on testing and refining the interface.

The second improvement will be to direct the teacher to improved instructional practices based upon their classes' reading achievement. To this end we are creating a teacher resource book of supplemental reading instructional activities they can draw upon to improve their classes' reading skills. This booklet has been completed in draft form.

We are awaiting the completion of national reading standards, which we understand will include cut points for word-per-minute scores in each grade level. When MESVTEE has finalized these standards with help from other projects and development partners, we will build those scores into eEGRA. This will then allow us to complete the final component of version 3.0 – the simplified analysis tool. This final step will allow us to connect the word-per-minute score of each class to the most appropriate remedial activities, and then direct the teacher to the best exercises they can teach to improve reading. We hope this final component of eEGRA, dependent upon the completion of national standards, will be ready for the 2014 school year.

**Tasl 6.2. Implement HIV/AIDS prevention programs and provide a continuum of academic and financial support to enable OVC participation in primary and secondary education (40%);**

To provide a sustainable framework for the education needs of OVCs, TTL has developed guidelines for Learning Circles. These sometimes named “Study Groups” or “Reading Circles” are safe spaces for OVCs to gather and collectively work on improving their ability to read and their ability to comprehend what they read. The Learning Circles guidelines will be accompanied by a series of MESVTEE approved LifeSaver books. These books present scenarios around HIV/AIDS awareness. With guidance from the school counselor, learners will have a platform easy-to-access story lines to discuss HIV AIDS and its prevention. The Learning Circles guide also provides some basic information on how to study and will be used for classroom-based study groups as well as groups organized to prepare for high stakes exams such as Grade 9 and Grade 12 exams.

#### **C.10. Public Private Partnerships (PPPs)**

After several discussions and meetings, TOTAL/Zambia has agreed to partner with the MESVTEE through Time To Learn to provide additional resources to improve literacy within communities. Building upon TTL’s work to train Parent Community School Committees (PCSCs) on their functional role in their children’s literacy education, the box will be delivered to a select group of PCSCs across the country. One hundred and fifty boxes are intended to go out. These boxes will contain supplementary reading and writing material that is at the heart of literacy instruction. The box will also contain posters, slates and examples of homemade games that promote important literacy skills. Instructions on what is contained in the box and how to use it will be included. The box is destined to be owned by the community school, under the name of the PCSC and will travel between home and school. Children will be able to read and borrow books and parents will be able to contribute stories, poems, riddles and rhymes, archiving the literary history of that community.

**VVOB Workshop:** The TTL COP also participated in a workshop conducted by VVOB from 28<sup>th</sup> to 31<sup>st</sup> May 2013. The main objective of the workshop was to develop a National Policy Framework on the training of community schools teachers. The VVOB training program aimed at offering Community School teachers an opportunity to upgrade their academic level in order to be able to access a MESVTEE teaching career, while offering short training courses to increase teachers performances. TTL and VVOB will collaborate in Provinces and District where programs are jointly implemented (Central and Copperbelt).

#### **4. Coordinate stakeholder engagement around support to CS and OVCs.**

##### **4.1 Training of PCSCs**

Last quarter, all provinces had trained PCSCs except for Livingstone. In April, participants from 16 PCSCs/community schools were trained in Livingstone district. The purpose of the activity was to equip PCSC with skills and tools to be able to engage communities in activities at household and community levels to support reading. 33 participants (16 females and 17 males) attended the training from 29<sup>th</sup> April to 3<sup>rd</sup> May 2013.

In parallel to the training activity, the PCSC Training Manual was assessed by the users to help TTL determine the suitability and usability of the training manual by PCSCs. The assessment report was consolidated and is attached in annexes.

#### **4.2 Community Mobilization by PCSCs**

All trained PCSCs have started mobilizing communities around reading. The orientation and mobilization activities were generally organized by villages, communities and/or sections (communities are divided in sections). For example, in Chiyanga community in Nakonde, training has been conducted in 15 sections out of 18, and the PCSC will complete all sections in July.

TTL staff and MESVTEE partners followed up the community activities and found that the mobilization events were generally well attended (up to 100 people in some communities) and parents began to increase their support to reading in households. Examples given by communities included:

1. Helping children with school / home work.
2. Creating time for children to do their school work.
3. Reading story books to their children. (Parents reported borrowing books from the school to read to their children)
4. Parents teaching reading to their children at home.
5. Ensuring that children attend school regularly.
6. Visiting schools to discuss the progress of children with teachers and borrowing story books from teachers.
7. More support provided to teachers by communities
8. Communities have engaged in construction work to increase classroom space.
9. Some PCSCs have also trained communities around government schools so that they can also begin to support reading. This was done at Manancha Primary School in Kafue district, Lusaka province.

Training of communities in supporting reading has been done in all the communities whose PCSCs attended the training. This activity has raised awareness among parents about the importance of reading as the education foundation skills, and that it is important that parents get involved and support children and teachers.

During the quarter, the Community Mobilization Specialist started to plan for the revision of the Community School Operational Guidelines, and for the orientation of PCSCs to the guidelines. With the MESVTEE Directorate of Planning & Communication, she developed a framework for the review. This orientation will occur in September 2013, and will include the Community Based reading program for PCSC who were not involved in the first training activity.

#### **5. (Task 6.3) Develop the Capacity of local community groups and enlist local business, NGOs and Governmental support in advocating for and implementing free or inexpensive education interventions for OVC**

### **5.1 MESVTEE Joint Annual Review (JAR)**

TTL participated in the MESVTEE 2013 Joint Annual Review from 2<sup>nd</sup> to 7<sup>th</sup> June 2013. Within the Project Coordination Committee, TTL participated in the event planning, while ensuring that Community Schools were part of the agenda. TTL participated in the field monitoring visit with MESVTEE and partners/donors in Copperbelt and in Central Provinces. The theme of this review was “teachers/trainers effectiveness”.

It was an opportunity for the TTL COP and Community Mobilization Specialist to visit other education institutions (such as Teacher Training Colleges, Government Schools and Vocational Training Centers) and to gain a better understanding of the larger education context. Visits to Community Schools with MESVTEE Senior Officials allowed them to build a common understanding of what the upgrading the priorities are for upgrading the standards of Community Schools. The JAR identified the needs to increase support and monitoring of CS as a priority, and it recommended that the MESVTEE define its strategy to upgrade Community Schools and draw a road map for increasing its support.

### **Coordinate and mainstream stakeholder engagement around support to CS and OVCs.**

#### **5.2 Community School Sub-Group**

TTL is the chair of the Community School Sub-Group (one of the working groups under the MESVTEE Projects Coordination Committee) and has organized two meetings of the group during this quarter. During the meetings, participants exchanged experiences and updated each other on their current activities and plans. Some other issues were specifically discussed and strategies to address them explored.

#### **5.3 Meeting of MESVTEE Community School Committee**

Under the leadership of the Directorate of Planning and Information the Community School Steering Committee met in March: the 5 MESVTEE directorates were present. Participants started by reviewing the terms of references for the Steering Committee. It was agreed that the role of the CS Steering Committee is to coordinate and monitor MESVTEE and stakeholders (including TTL) efforts to upgrade community schools and to work toward achieving the sustainability of the interventions (Terms of Reference provided in annexes).

It was also agreed that the Committee should play a role in :

- Ensuring that the next Joint Annual Review (JAR) includes Community Schools in its programming
- Monitoring the actions of MSVTEE to upgrade Community Schools.

The Steering Committee’s analysis of the current situation is that:

- Community Schools are on the top of the Government Agenda
- Support to Community Schools increases:
  - o Infrastructure is being built in Community Schools
  - o More and more teachers are being seconded to CS
  - o New Community Schools are regularly being gazetted.
  - o Profiling and mapping of Community Schools is under way (with TTL support).

2013 objectives for the Steering Committee will be to:

- Clarify MESVTEE goals regarding its assistance to CS.
- Coordinate the design of a strategy / road map for MESVTEE support to Community School
- Planning the organization of a National Forum on Community Schools
- Field monitoring visits to monitor TTL and stakeholders activities
- Ensure the inclusion of Community Schools in MESVTEE programming

## **6. Support the use of assessment as an instrument for improving reading instruction**

In collaboration with ECZ and other partners (including RTS), the TTL Results Manager led the design and production of daily/weekly school based assessment sheets as well as monthly and termly school based assessment sheets. This performance tracker instrument was adapted from the ECZ school based assessment tool and PRP tracker, and was adapted to the new literacy framework. A different tool was developed for each language of TTL target regions. The document is currently being printed and will be delivered to schools during next quarter.

Community Schools do not have enrolment forms nor attendance registers, which are important tools for school administrators and teachers. With TTL M&E consultants Morris and Riungu, the MESVTEE attendance register was reviewed and adapted for community schools. The tools were piloted in Lusaka and Southern provinces community schools, and are now being printed and will be delivered to schools during next quarter.

TTL participated in setting Performance Learning Descriptors (PLDs). These were set at 4 levels; Outstanding (80-100), Desirable (60-79), Minimum (40-59) and below Minimum (0-39). This was done with Read To Succeed Project.

## **7. Monitoring & Evaluation**

TTL Home office M&E advisors Morris and Riungu worked with TTL team to produce guidelines and procedures for all monitoring forms. They reviewed data flows and produced the TTL Monitoring Guide.

A workshop was organized for TTL partners (CAMFED & FAWEZA) to:

- Review the M&E Plan indicators that the partners are responsible for collecting data on
- Review the data flow processes (from student up to USAID) and answer questions/address issues that were brought up
- Discuss how to define key terms and what needs to be included on forms
- Review definitions of HIV group intervention and psychosocial indicators.
- Orientate staff in DQA processes.

The M&E advisors also visited TTL partners and worked with them to revise and harmonize their forms with common OVC definitions, critical data needed for tracking and verifying, and ensuring that their monitoring was sufficient to ensure data quality and to provide spot checks with end beneficiaries.

They reviewed annual school census forms (used to produce the annual bulletin) and followed this up with meetings at MESVTEE. This was done to harmonize data collected by MESVTEE and TTL. Many of the fields in MESVTEE database were incorporated into TTL database (e.g. distance from DEBS; GPS data; ...).

Ms. Morris and Ms. Riungu began drafting a database for a SQL system on the TTL server. They oriented the Evaluation Specialist and Performing Monitoring Specialist in the DB Genie (proprietary software EDC uses to setup SQL databases), and organized the data flow via excel spreadsheets to the central database.

Finally, the consultants assisted the TTL team in finalizing project PMP.

TTL Results Manager and Evaluation Specialist then visited each province to train TTL staff and their MESVTEE partners on TTL monitoring procedures and instruments.

Each Provincial Outreach Coordinators was provided with a tablet loaded with data collection forms. All POCs have been trained in the use of tablets and Survey to Go Software for data collection.

**8. Implement HIV/AIDS prevention program and provide a continuum of academic and financial support to enable OVC participation in primary and secondary education.**

This quarter, FAWEZA has finished providing scholarships to Grade 9 OVCs.

<b>Indicator Type / Description</b>	<b>LOP</b>	<b>Y1 2012 Target</b>	<b>Y1 2012 Actual</b>	<b>Y2 2013 Target</b>	<b>Y2 2013 Actual</b>
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	<b>16,000</b>	<u>Sept.12</u> <b>9,612</b> (5,908 Females / 3,704 Males) <u>Oct.12</u> <b>6,785</b> (3,945 Female; 2,840 Male) <b>TOTAL</b> <b>16,397</b> <b>9,853 Female</b> <b>6,544 Male</b>	<b>8,000</b>	<b>5,858</b> (3,492 Female /2,386 Males)  Grade 10 Scholarships remain to be distributed.

	<b>TOTAL</b>	<b>FEMALE</b>	<b>MALE</b>
CAMFED TOTAL	3,067	1,863	1,224
FAWEZA TOTAL	2,791	1,629	1,162
<b>TOTAL TTL</b>	<b>5,858</b>	<b>3,492</b>	<b>2,386</b>
FAWEZA Q2	1,320	800	520
FAWEZA Q3	1,471	829	642

## **8.1 FAWEZA**

### **a. Number of eligible children provided with education and/or vocational training (scholarships)**

The period under review, FAWEZA distributed 1,471 additional scholarships (829 Females / 642 Males). The total number of scholarship paid for is now of 5,858 (3,492 Females / 2,386 Males)

The Grade 10 Scholarships are yet to be distributed. FAWEZA has continued tracking individual beneficiaries transferred from basic schools to secondary schools (Grade 9 to Grade 10).

### **b. Progress on guidance and counseling services provided to OVCs / Scholarship Beneficiaries**

The Forum for African Women Educationalists of Zambia (FAWEZA) conducted trainings for SAFE Club Overseers in six provinces namely Eastern, Lusaka, North Western, Central, Southern and Copperbelt. The main aim of these trainings was to impart knowledge in SAFE Club overseers and equip them with basic skills on how best to conduct SAFE Club activities.

The training was also meant to standardize the implementation of SAFE club activities in schools. The overarching goal of SAFE Clubs is to improve the learning experiences of girls, boys and young women and men both within and outside the classroom by endeavoring to create an atmosphere that attracts both sexes to complete the education cycle. Safe Clubs also serve as a vehicle to assist students in attaining the necessary knowledge and life skills to confront challenges, such as the impact of HIV/AIDS, Poverty and unemployment and other social ills. SAFE Clubs also provide students with the necessary tools to counteract negative gender attitudes that militate against female education.

321 schools submitted SAFE Club activity plans for activities they would conduct in the second, third and fourth quarters of the year. All the SAFE clubs indicated that they would be holding meetings once a week where they would be discussing issues on ASRH. Some Safe overseers indicated that they had been conducting sensitization meetings in schools through poems and drama performances on Gender Based violence, early marriages, overcoming peer pressure by abstaining from sex and learning the dangers of substance abuse.

### **c. HIV/AIDS prevention activities target**

The training of SAfE club overseers was meant to be replicated to peer educators in schools. These peer educators are expected to be resource persons for fellow pupils in disseminating information on HIV and AIDS issues. All the schools that attended the SAfE Overseers training workshops submitted action plans for the year 2013 itemizing activities to be under taken by the pupils.

### **d. Preventative Interventions (Safe club activities)**

FAWEZA conducted 5 days of trainings for 379 SAFE Club Overseers (teachers) in April/ May 2013 during the school holidays. The teachers were trained in Adolescent Sexual Reproductive Health, basic counseling, HIV and AIDS prevention, behavior change and many more topics. The purpose of the training was to revamp and introduce the SAfE clubs in the TTL supported schools. SAfE clubs serve as an avenue where the scholarship beneficiaries are mentored by the SAfE Overseers, discuss and access information on Adolescent Sexual Reproductive Health, HIV and AIDS. Further, the SAfE overseers (379) who were trained as Trainer of Trainers (TOTs) will roll out the training to scholarship beneficiaries who are also members of the SAfE club and train them as peer educators.

### **e. Remedial Instruction in Reading Provided to Scholarship Recipients**

To assist Grade 9/12 Scholars on the scholarship program to adequately prepare for their national examinations, FAWEZA provided revision materials for the Study Groups which were under the coaching of a teacher appointed by School Management. The pupils in the Study Groups are supervised and assisted through difficult topics by the SAfE Overseer or any other teacher(s) appointed for the purpose. Each school in the Scholarship program receives an honorarium of K330.00 each term which is shared by all teachers that are involved in program.

The Teacher-in-Charge of the Study Group/s is expected to:

1. Organize the scholars in groups of five to eight, with mixed gender and intellectual abilities so that the weaker pupils are assisted by the more intellectually able pupils. Members of the SAfE Club who are not on scholarships can be included, but should not exceed, in each group, the number of scholarship recipients.
2. Develop a Study programme with the scholars, ensuring that they meet for 1½ - 2 hours three times a week.
3. Report on the performance of the Study Group pupils in the end of term tests and their general participation in school on a termly basis to the FAWEZA Provincial Focal Point Person (FPP) based at the Provincial Education Office.
4. As part of the baseline, the teacher in charge of the study Group was expected to record the end of year (or mid-year) examination results from the previous year for the pupils in the Study Groups. This will be used to establish the level at which they were started the programme.

## **8.2 CAMFED**

CAMFED has continued consolidating its database, particularly while verifying/collecting birthdates and OVC status for program beneficiaries

**a) Remedial support**

A manual was designed to guide academic support to beneficiaries. The manual includes remedial literacy as well as HIV and AIDS educational information with a focus on prevention and behavioral change, psychosocial care and support, and counseling. TTL shared the Learning Circle manual, which will be used during the training of teacher mentors. Camfed will use its Sexual Reproductive Health Manual to train teacher mentors on HIV and AIDS and the Journey of Life Tool to train teacher mentors in psychosocial care and support, including counseling. The training will also focus on setting up Help Desks where remedial learning and HIV and AIDS prevention initiatives will be embedded.

**b) Scholarship/Beneficiaries monitoring**

Training of TTL-supported schools School Based Committees and PCSCs in scholarship monitoring and control was undertaken with a confirmed 51 bursary partner schools in seven districts, bringing the cumulative total to 63 schools oriented.

**c) Monitoring progress against output and performance indicators**

Camfed Program Officers and Monitoring and Evaluation (M&E) team members met with 271 scholarship recipients during monitoring visits to 20 basic schools in Muchinga and Western Provinces. The main purpose of these monitoring visits was to collect the missing birthdate information, verify the selection criteria and process, and ensure that scholarship recipients had received their entitlements, as per Camfed scholarship guidelines. Additional objectives of the monitoring visits, per Camfed scholarship guidelines, were to assess the retention of the students and their welfare, ensure transparency in the procurement and distribution of items, and ensure proper accountability of funds.

The District Committees send termly reports to the Camfed Zambia office and the program staff also draw up termly progress reports which are shared widely with schools and local authorities to ensure mutual accountability.

Monitoring by Camfed Program Officers, CDCs and Teacher Mentors reported that all Camfed scholarship beneficiaries have received their stipulated entitlements, including the TTL scholarship students. When interviewed, all scholarship recipients confirmed that they had received their full entitlements. Teacher mentors and CDC members have also continued their on-going supportive monitoring of the wellbeing of the scholarship students at their respective schools.

**9. Data Quality Assessment of TTL Scholarship Program.**

Year 2 Scholarship Provision (background)

To accelerate the payment process, and since beneficiaries were already identified, FAWEZA decided to wire scholarships to school bank accounts. However, this was often done without informing FAWEZA Provincial Coordinators and District Focal Points about the payment schedule. Several schools were found to not be informed about the payment. The consequence

was that many schools did not provide proper receipts to FAWEZA.

Therefore, the financial report provided by FAWEZA to report on 2013 advances was considered unsatisfactory by TTL Finance Manager. Schools are supposed to provide official government receipts to acknowledge receiving the funds. But many receipts were missing or were handwritten on a piece of paper, and no students' receipts were yet provided. TTL therefore decided to withhold payment of the third installment until previous reconciliation is improved. The third installment was aimed at paying remaining Grade 10 Scholarships. We also decided to conduct a limited DQA to investigate the poor documentation.

#### Data Quality Assessment (DQA)

TTL is present (has Provincial Offices) in only 6 of the 10 provinces of Zambia. The Copperbelt Provincial Outreach Coordinator went for a monitoring visit to the North Western neighboring province in May 2013, where TTL does not have a regular presence. In the majority of the 14 schools visited, serious compliance issues were found, and in some instances we suspect that funds were misappropriated. We found that FAWEZA had not monitored the program in this region. When the TTL POC sent his report to TTL, this was shared with EDC Head Quarters, and the decision to report the suspected fraud to the Office of Inspector General was made immediately.

We then expanded our limited DQA to include both CAMFED and FAWEZA scholarship programs (June 2013) in 5 provinces. This larger exercise was still underway as the quarter closed.

#### **10. Technology development / innovation: Literacy Games**

We are planning to conduct a small pilot of tablet based reading games in a total of 20 schools. The games are designed to run on low-cost android tablets, and are written in local language to give children the opportunity to practice the different component skills of reading.

Software development is expensive and time consuming, and there is very little attention given to creating digital materials in mother tongue. Our objective in creating this software package is to change that. The program we are creating, called *Vernacular*, will make it possible to create new games in new languages without any programming skills. Therefore, if our pilot is successful, the games we create in Nyanja can easily be converted into other Zambian languages without significant cost.

We took several steps during this quarter towards launching this pilot. First we employed Objective Arts, a programming house in the US, to conduct a review of the software Stepping Stone to discover if it was possible to rewrite the J2ME code into a version of Android. They concluded that it is, and doing so would give us the ability to create Vernacular as a much more flexible interface. With a Stepping Stone background, it would be possible to create multiple games without programming skills, as opposed to one single game format.

With that decision finalized, we opened the process of selecting a programming company to complete our coding. As the quarter completed, we had narrowed our decision down to two firms, but had not made a selection. However, we have also designed several reading games that

are appropriate for Zambian Community school learners. Our objective is to write the software with US expertise, but complete the graphics with local Zambian artists and conduct all narrative recordings with the MESVTEE studios and the EBS studios.

In the next quarter we hope to finalize our programming specialist and begin recoding Stepping Stone into Android, so our game designs can be realized. Then we will begin producing the audio track and background art, before procuring our tablets and launching our pilot.

If successful, Vernacular could prove to be a powerful tool to teach children the requisite skills to learn to read in their mother tongues. We took the liberty of sharing our plans in two different USAID sponsored formats: the Innovation Catalogue and the M4Ed4Dev Symposium. We have not heard if Vernacular will be featured in either forum, but we have submitted a write up of our plan to the organizing bodies of both initiatives. We will inform USAID Zambia if either group features our work.

## **B. Administrative**

### **1. Review of TTL Financial and Control Systems Processes**

TTL Financial Analyst Ms. Nassima Briggs came to:

- Assess appropriateness of financial and control systems in place in main and provincial field offices.
- Assess TTL compliance with EDC's financial/accounting processes and software, and provide customized training as necessary.
- Assess administrative and financial systems at FAWEZA, and provide corrective training if appropriate.
- Review the grant and scholarship program processes with project team to ensure integrity and completeness of supporting documentation.
- Collaborate with COP to develop monthly/quarterly projections of activities for the next fiscal year.

Ms. Briggs report is annexed to this report.

### **2. Recruitment of OVC Specialist**

Ms. Dorase Zulu was recruited to be the TTL OVC Specialist, in replacement of Mr. Sikipale Chinzewe.

## **IV. CHALLENGES AND PLANNED RESPONSE**

### **A. TECHNICAL**

1. **Challenge:** Low quality of data provided by FAWEZA. FAWEZA financial report not supported by appropriate documentation.

**Planned response:** EDC/TTL will verify all schools supported by FAWEZA. EDC will distribute directly remaining scholarships until FAWEZA can provide adequate financial report to EDC.

2. **Challenge:** The pace of ZIC and Teacher Training activities is too intense: the distribution of training material and budgets, and the collection of training documentation is very labor intensive for TTL POCs and MESVTEE partners.

**Planned response:** Head Teachers meetings / trainings to plan their school based teacher training activities will become quarterly instead of monthly. These training will be 2 days long and will be logistically easier to plan and supervise.

## V. PLANS FOR THE FOLLOWING QUARTER

### Teacher Development

- Regular training of ZICs and bi-weekly Teacher Training activities supported
- Procure and distribute books for Community Schools
- Procure books for TOTAL Mobile Community Library Box
- Prepare to launch box for Literacy Week
- Plan Literacy Week event for local districts.
- Receive Story Cards – to be distributed in Q4
- Develop additional monthly trainings for Zonal In-Service and Teacher Learning Circles; “Alphabet Sounds” and “Creating Teaching and Learning Material”
- Finalize literacy strategy for submission

### Education Leadership and Management

- 25<sup>th</sup> July, 2013 Draft training modules on Education Leadership and Management for Community School Head Teachers
- August, 2013 Workshop to finalise Modules for training Head Teachers
- Printing of finalised document
- August, 2013 training of trainers: SESO ODL, SEO TED, PRCC (Primary) from 6 provinces ( 4working Days) in Lusaka
- August, 2013 training of trainers: ESO ODL, DRCC , Assistant DRCC at 6 Provincial centres (3 working days Days)
- September, 2013 training of Head Teachers at district by ESO ODL, DRCC and Assistant DRCC (3 working days Days) starting 10th Sept, 2013 until all head teachers are trained
- September 2013 Data Quality Assessment of TTL activities in the field
- September monitoring use of School Based Assessment Instruments
- Finalisation of School Based Assessment Instruments

### Community Mobilization

- Dissemination of Operational Guidelines Assessment Report findings
- Review of Community Schools Operational Guidelines

- Translation of the guidelines into seven regional languages
- Orientation of stakeholders (including PCSCs) to the Guidelines
- Distribution of the Guidelines

### **Evaluation & Research Agenda**

- preparing for the process evaluation and case studies. \
- Recruitment of new interns
- Development of internship program
- Continuous support to RCC, Data Harmonization Working Group, and the mobile phone monitoring system.

### **Scholarship Program**

- Verification of data provided by partners
- Provision of Grade 10 scholarship
- Monitoring of Study Groups and Guidance and Counseling program
- Training of Mentor Teachers (CAMFED)

### **Stakeholders Engagement Coordination**

- Meetings of CS sub-group
- Meeting of CS Steering Committee
- Monitoring and Supervision of TTL activities by CS Steering Committee
- Draft MESVTEE plan for upgrading community schools (road map by CS Steering Committee)
- Begin planning of national Community School Symposium.

## **VI. ANNEXES**

1. TTL Baseline Assessment Report and Appendixes
2. Success Stories
3. Trip reports
4. Training Guidelines (Reading & Writing)
5. Teacher Learning Circles Guides

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