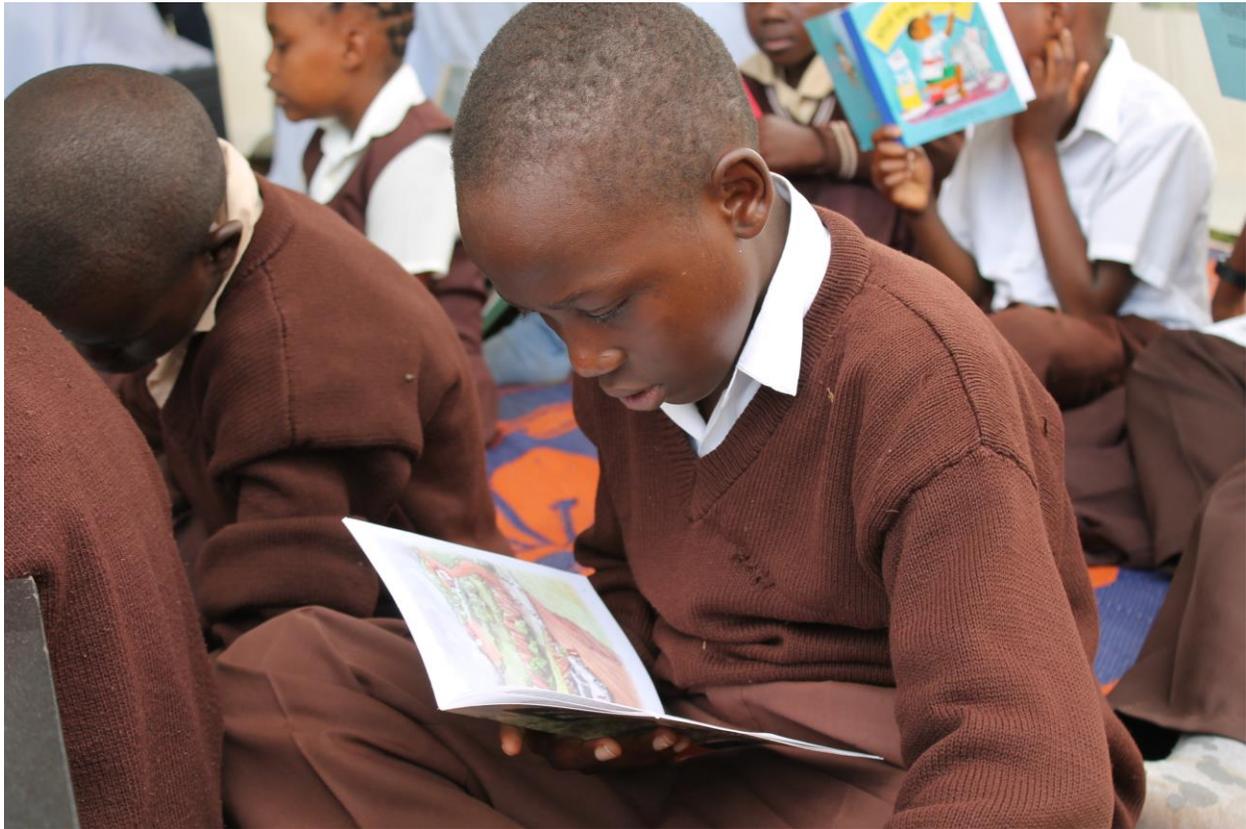


**Education Development Center
Time to Learn Project
QUARTERLY REPORT
1 January – 30 March 2014
FY 2014 Quarter 2
Contract No. AID 611-C-12-00002**



Prepared for:
USAID/Zambia

Prepared by
EDC – TTL



USAID
FROM THE AMERICAN PEOPLE



TABLE OF CONTENTS

ACRONYMS AND ABBREVIATIONS.....	2
EXECUTIVE SUMMARY	4
I. PROJECT OVERVIEW.....	5
II. PROJECT ACHIEVEMENTS.....	5
Result Table	6
III. SUMMARY OF PROJECT ACTIVITIES	9
Technical	9
Administrative	29
IV. CHALLENGES AND PLANNED RESPONSE.....	30
VI. LIST OF ANNEXES	30

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
CPD	Continuous Professional Development
CS	Community School
DAPP	Development Aid from People to People
DEBS	District Education Board Secretary
DRCC	District Resource Center Coordinator
DSWAC	District Welfare Assistance Committee
ECZ	Examinations Council of Zambia
EDC	Education Development Center
EGRA	Early Grade Reading Assessment
ELM	Education Leadership and Management
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
PCC	Project Coordination Committee
PCSC	Parents Community School Committee
PLP	Primary Literacy Program
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
TLC/TGM	Teachers Learning Circle / Teachers Group Meeting
TLM	Teaching / Learning Material
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 continued the consolidation of its monitoring system. TTL collaborated with other partners in planning the development of a MESVTEE research agenda, and conducted initial planning for the FY2013 process evaluation and two case studies.

MESVTEE Community School Steering Committee met one time during the period to review the PCC plan to organize a National Symposium on Community Schools.

As the chair of the Community School Sub-Group, TTL has organized three (3) meetings during the quarter with sector partners. The group has allowed improved coordination of activities targeting community schools. The committee has continued planning for a National Community School Symposium. The objectives of the symposium have been defined and participants will work with the MESVTEE on defining a road map for Community School inclusion in MESVTEE programming. TTL represented and reported for the Community School Sub-Group in 3 meetings of the Project Coordination Committee (PCC).

TTL continued with the distribution of supplemental reading material (442,400 books and sets of Story Cards) to schools. This material, developed by CDC, will improve the Community School's literacy environment and will impact students reading performance.

During this quarter, 108 additional Head Teachers (91M/17F) were trained to develop their capacity to better manage resources, information and records, to conduct and supervise school based assessment, to assess effective teaching, to provide psychosocial counseling, environment, health and hygiene education, school improvement planning, and monitoring and evaluation of school performance. MESVTEE Guidelines to Education Leadership and Management for Community School Head Teachers were guiding the training program.

43 Head Teachers and 396 teachers completed the training program on Literacy Instruction.

426 additional members of 292 PCSCs were trained during this period in mobilizing communities around reading in households and community.

TTL continued to monitor scholarship program and to collect students' receipts for scholarship payments. TTL also prepared for the transition of Grade 9 beneficiaries to Grade 10 with DEBS and schools.

The first case study was conducted, engaging new interns, and *TTL Research Capacity Building Plan* was finalized.

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
- Support opportunities to engage universities and other institutions in research related to promoting educational opportunities for OVC

II. PROJECT ACHIEVEMENTS

A. Technical

- MESVTEE, TOTAL and TTL launched a Public Private Partnership and 150 Community Library Boxes were distributed to Community Schools.

- Performed as Chair to three meetings of the PCC Community School Sub-Group
- Organized one meeting of the Community School Steering Committee
- Trained 108 Head Teachers (91 males / 17 females) in Education Leadership and Management.
- Trained 396 Community School Teachers (227 M / 169 F) in the PLP program
- Trained 43 Head Teachers (32 M / 11 F) in the Literacy Instruction training program
- Trained 561 members of 292 PCSCs in mobilizing communities around reading
- Distributed 401,334 Learning and Teaching Material to districts/schools
- Distributed 2,492 scholarships (1,236 male and 1,256 female) to OVC

B. Administrative

- 6 Provincial Monitoring & Evaluation Assistants were hired to support TTL provincial teams.
- New FAWEZA budget was developed in line with new scope of work.
- Submission of TLL Contribution to PEPFAR 2014 Country Operational Plan (COP)
- TTL revised Work Plan approved by USAID
- Regular communication with Price Waterhouse Coopers Zambia to provide requested information in preparation of the TTL Scholarship Agreed Upon Procedures Review

C. Results Table

Standard & Custom Indicators	LOP	Y3 2014 Target	Y3 2014 Prior Results	Y2 2014 Quarter 1	Cumulative
Number of administrators and officials successfully trained with USG support	5,098 3,292 M 1,806 F	1,702 1,090 M 612 F	908 660 M 248 F	151 123M 28F	1,059 783 M 276 F
Number of central MESVTEE, district, provincial officials trained	276 276 M 178 F	98 55 M 44 F	0	0	0
Number of Community School Head Teachers trained	4,822 3,114 M 1,708 F	1,604 1,035 M 569 F	908 660 M 248 F	151 123M 28F (108 in ELM and 43 in PLP)	1,059 783 M 276 F

Percentage of zonal, district, provincial and other MESTVEE entities monitoring community schools systematically	80%	60%	-	-	Data being collected
Percentage of TTL community schools receiving increased support from the MESVTEE	20% of all com. schools (602. schools)	10%	-	-	Data being collected
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	TBD	-	-	-	N/A
The number of learners in TTL supported community schools with reading skill gains	500,000 250,000 M 250,000 F	n/a	-	-	N/A
Number of teachers/educators/teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support	11,266 6,686 M 4,580 F	3,683 2,158 M 1,525 F	0	396 227 M 169 F	396 227 M 169 F
Number of zonal in-service coordinators (ZICs) trained	1,266 672 M 594 F	461 245 M 216 F	0	0	0

Number of Community School Teachers trained	4,822 2,862 M 1,960 F	3,222 1,912M 1,310 F		396 227 M 169 F	396 227 M 169 F
Number of textbooks and other teaching and learning materials (TLM) provided with USG assistance	612,000	404,000	-	401,334	401,334
Teacher materials and resources produced and distributed	12,000	4,000		-	-
Student materials produced and distributed	609,000	400,000	-	401,334	401,334
Number of Parent-Teacher Associations or Similar "School" governance structures supported with USG assistance	6,100	1,950	584 (1,477 members)	292 (561 members) 135 F 426 M	876 (2,038 members)
Number of PCSC trained / Supported	4,200	1,600	584	292	876
Number of committees trained /supported	2,400	350	0	0	0
Number of learners enrolled in primary schools and/or equivalent non-school based settings with USG support	533,710 266,855 M 266,855 F	400,000 200,000 M 200,000 F	403,415 203,275 F 200,140 M 294,662 (Gr 1-4) 148,970 F 145,692 M	403,415 203,275 F 200,140 M 294,662 (Gr 1-4) 148,970 F 145,692 M	403,415 203,275 F 200,140 M 294,662 (Gr 1-4) 148,970 F 145,692 M

PEPFAR: Number of eligible children provided with education and/or vocational training (scholarships)	48,000 40% M 60% F	8,000 3,200 M 4,800 F	0	1,085 562F/ 523 M	1,085 562F / 523 M
PEPFAR: Number of teachers in USG supported programs trained in how to support learners psychological well-being	5,522 3,221 M 2,301 F	1,811 1,075 M 736 F	0	0	0

III. SUMMARY OF PROJECT ACTIVITIES

A. TECHNICAL

TASK 6.1 INSTITUTIONALIZE AND ACCELERATE MESVTEE ASSISTANCE TO COMMUNITY SCHOOLS WITH AN EMPHASIS ON IMPROVED READING OUTCOMES (40%)

TASK 6.1A: IMPROVE READING INSTRUCTION IN COMMUNITY SCHOOLS

1. Activities conducted during the quarter

1.1. Videos for Stepping Stones (phones)

The Stepping Stones program is in full production. TTL began shooting videos for phones in two schools in Chibolya and Matero and focused on two local languages: Ibibemba and Cinyanja. Each school worked after hours and TTL staff created teaching and learning aids to be used in the Nyanja and Bemba lessons. A lesson template was used to produce to lesson plans which, after reviewing with each teacher, lead to video recordings. The first videos model for teachers how to teach letter sounds, how to create syllables from sounds and how to build words using syllables. In total, eight (8) hours of video have been filmed. They are currently being edited before they move to post-production when they are finished with music, voice-over narration and simple animations.

TTL has re-launched the procurement of mobile phones internationally as well as locally as the initial search produced meager results. The challenge is to find the right brand of phone that has intact manufacturer settings and no intermediate blocks in the form of proprietary software that may have been installed by local providers. The TTL Peace Corps intern has been instrumental in moving this forward with the Literacy Coordinator. His knowledge of film and film editing has been a great addition to TTL. Using his technical skills, he has also designed a Time to Learn

pop-up poster, tested the new Stepping Stones application that tracks user activity and created a watermark for branding photos.

1.2. Tablet-based literacy games

Production continues on the tablet games. Scripts were revised and translated into Chinyanja with the assistance from a Curriculum Development Center (CDC) specialist. The Vernacular activities are designed to follow the MESTVEE's language schedule, which introduces letter sounds in grade one according to a sequence dictated by sound frequency and complexity. Key words, in the form of a vocabulary schedule, are also introduced to synchronize with the sounds learners have been introduced to. These two critical documents are developed by literacy and language specialists within MESTVEE for each major language of instruction in Zambia, and are provided the technical backbone for our Chinyanja version of Vernacular.

Five (5) audio scripts were developed in Chinyanja for the five different Vernacular activities. Each script focused on letter sound awareness, phonics, syllables, word building and writing sentences. They also focus on different vocabulary examples for each sound combination, usually including 3 examples of each word. For example, using the words from the Chinyanja vocabulary schedule, forty-three (43) sentences were constructed in for the literacy games. This results in 15 different scripts, eleven of which have been recorded and edited at EBS.

1.3. Additional activities

Build upon the performance Level descriptors to develop grade 1, 2, 3 and 4 reading milestones and the scope and sequence of reading skills for national languages:

MESVTEE has developed the scope and sequence for Grade 2. After developing the scope and sequence MESVTEE met in Kabwe to develop the content and review the program for writing teams (See Appendix 2). TTL provided sample lesson templates for the group to review based on work completed earlier on Grade 2 PLP guidelines. The groups will continue to work on Grade 2 while CDC has indicated that they would like to move ahead to scope and sequence Grades 3 and 4.

Meanwhile, the indicator "*Reading a Grade 2 level text*" remains undefined by MESTVEE, although there is a great deal of information supporting the definition. TTL has gathered what has been defined so far, including what was created during the last Writers' Workshop to develop a MESVTEE approved definition of the indicator.

In addition to gathering MESVTEE language on reading material, the Teacher Development Specialist participated in a USAID Webinar: *Best Practices in Developing Supplementary Reading Materials*. Though many of the items had already been introduced while creating Grade 1 and 2 materials (such as guidelines for font size, font type and word spacing), the webinar was instructive in providing USAID recommendations for printing, developing and sourcing appropriate children's texts. An example of the presentation is below:

Visual Aspect	Grade R (± 5 years)	Grade 1 (± 6 years)	Grade 2 (± 7 years old)	Grade 3 (± 8 years old)
Note on number of words per line	The number of words per line suggested below is based on studies in countries where the words are of an average length. These readability recommendations would not be suitable, for example in South Africa, where some of the languages have words with up to 16 letters in them. These languages may also need more words to describe concepts that would only take one or two words in English. Therefore, any development of supplementary reading materials should take into account the unique context of the region and the language(s) for which they are being developed.			
Number of words per line	Approximately 3 to 4 words per line	Approximately 4 to 6 words per line	Approximately 6 to 8 words per line	Approximately 8 to 10 words per line

Best Practices for Developing Supplementary Reading Materials; Maggie De Jogh, blueTree Group, March 2014, ppt. p21

2. Plan for next quarter

- ZICs and Teacher Training in April-May 2014
- Complete Alphabet and One-Word Books in all 7 languages
- Continued development of Controlled Vocabulary stories and Predictable Texts using photos.
- TESS strategy workshop date April 28-29
- Additional monitoring of distribution and instruction
- Finalize the development of the videos for phones
- Orientation training on the use of video phones to DRCCs and POCs.
- Finalize the development of tablet literacy gaming software
- Pilot test the tablets and video phones in selected schools.
- Launch study of tablet use in selected schools
- Distribute phones
- Launch of an incentive program founded on the new Community School Teacher Competency Framework
- Build upon Performance Level Descriptors to develop grade 3 and 4 reading milestones and a scope and sequence of reading skills for national languages.
- Formative evaluation of alphabet Sound booklets.

6.1B: COORDINATE AND MAINSTREAM STAKEHOLDER ENGAGEMENT AROUND SUPPORT FOR COMMUNITY SCHOOLS AND OVCS

1. Activities conducted during the quarter

1.1. Training of PCSCs in supporting reading:

Community/Household Support to Reading Trainings were conducted in 17 additional districts in the six provinces. The objective of the training was to equip members of the PCSCs with knowledge, skills, values and attitudes useful in supporting reading, as well as basic community mobilization skills. The expectation is that PCSCs member will mobilize members of their larger communities around the issue of reading, and begin providing better home based support to children.

A total of 292 PCSCs participated in the training and a total of 561 participant (135 females / 426 males) were trained in supporting reading. The selection and invitation of participants (two per school) was completed by the respective DEBS' office. In small districts, all community schools participated but in the largest districts, 20 schools were invited to the training. The training was well received, with participants expressing their enthusiasm to learn concrete ways in which they can support their children.

1.2 M&E activities

Training activities monitored: the Community Mobilization Specialist monitored training activities for PCSCs in supporting reading in Southern and Copperbelt provinces (Monze, Gwembe, Kalomo, Ndola, Kitwe and Masaiti districts respectively). These trainings were facilitated by the DRCC, Ass/DRCC and ZICS. Trainings were very well attended and generated a lot of enthusiasm among participants about their new role.

Synergy / Cross Sectoral Activities

The project continues to work in close collaboration with the Ministry of Education, Science, Vocational Training and Early Education at all levels of the educational system. This is evidenced by the fact that the trainings were facilitated and monitored by officers from the Ministry.

TTL also networks with other civil society organizations. During the period under review we participated in a meeting convened by the Zambian Governance Foundation for Civil Society at Tsopano Civil Society Centre. The objective of the meeting was to provide a platform for ZGF's Partners and other stakeholders to dialogue on the purpose of learning, and share with each other issues affecting community schools. This was to develop shared understanding, opportunities for future collaboration, information sharing, coordination and joint action for greater efficiency and impact.

1.4 PMP: progress toward targets

Standard & Custom Indicators	LOP	Y3 2014 Target	Y3 2014 Prior Results	Y2 2014 Quarter 2	Cumulative
Number of PCSC trained / Supported	4,200	1,600	584 PCSC (1,477 members)	292 PCSC [561 members (135 F / 426 M)]	876 PCSC (2,038 members)

2. Plan for next quarter

- Monitoring the implementation of reading activities at household and community levels.
- Monitoring the implementation of School Improvement Plans.
- Training of PCSCs in supporting reading (additional districts)

TASK 6.1.C: PROMOTE THE DEVELOPMENT AND QUALIFICATION OF TEACHERS SERVING IN COMMUNITY SCHOOLS USING PRE SERVICE AND IN-SERVICE TRAINING

1. Activities conducted during the quarter

1.1 Teacher Training Circles

Teacher Learning Circles/Teacher Group Meetings have continued to happen; Copperbelt, Muchinga and Eastern provinces needed to complete the training modules and therefore continued to meet during the quarter: 43 Head Teachers were trained at Zonal level and 396 teachers completed the Teacher Learning Circles based Teacher Training program.

TTL Teacher Development Specialist conducted a monitoring visit to Southern Province and observed that teachers and head teachers are beginning to understand the tenets of the Primary Literacy Program (PLP). It is simple enough to use and seeing Livingstone District DRCC, Vine Michelo, working with teachers, it is clear that the program is beginning to yield results. Other monitoring visits in Monze by the Community Mobilization Specialist confirmed that teachers are gaining confidence in their ability to teach literacy, and that students are beginning to break through and read common words in grade 1.

TTL produced a 2014 TLC/TGM (Teacher Learning Circles/Teacher Group Meetings) module to keep the in-service motor running. A brief on PLP serves as a reminder of the last training on Alphabet Sounds and a good primer on how to begin the year with early and emergent readers. This quarter we are developing a module on how to use the materials being distributed - how to introduce books in the classroom and how to begin to assess learners for PLP. The training will take place late April (with DRCCs training ZICs and early May, and ZICs training two/three pedagogues from each community school thereafter). Participants will be Head Teachers and early grades teachers, however our monitoring has informed us that not all Head Teachers are classroom teachers.

Upon visiting the new Chief of TESS, Muyangwa Kamutumwa, TTL was able to move forward on jointly planning a TESS workshop that would define a teacher training strategy for community schools as well as a teacher competency framework (see appendix 3). The workshop will take place next quarter, April 28 & 29th. Materials have been drafted which are attached.

1.2 M&E activities (field visits – supervision – data collection – etc.)

- Monitoring conducted by the Education Management Specialist at Kalungwizi Community School, Thenthwe Community School and Ikwele Community Schools in Chipata District and Kamtolo Community School in Lundazi
- Monitoring conducted by the Teacher Development Specialist at Mwandu and Twabuka Community Schools in Livingstone District .

1.3 PMP: progress toward targets

Standard & Custom Indicators	LOP	Y3 2014 Target	Y3 2014 Prior Results	Y2 2014 Quarter 2	Cumulative
Number of Community School Head Teachers trained (literacy instruction)	4,822 3,114 M 1,708 F	1,604 1,035 M 569 F	908 660 M 248F	43 32 M 11 F	951 692 M 259 F

Number of Community School Teachers trained (literacy instruction)	4,822 2,862 M 1,960 F	3,222 1,912 M 1,310 F	0	396 227 M 169 F	396 227 M 169 F
--	-----------------------------	-----------------------------	---	-----------------------	-----------------------

2. Plan for next quarter

- Training of 518 ZICs in new PLP module (April 28-29)
- Training of 4,100 Head Teachers and Teachers in Literacy Instruction (May 8-9)
- Monitoring of classroom instruction

TASK 6.1.D: PROVIDE TEXT BOOKS AND INSTRUCTIONAL RESOURCES TO IMPROVE THE TEACHING OF READING IN COMMUNITY SCHOOLS

1. Activities conducted during the quarter

1.1 Distribute Total Community Library Boxes.

TTL produced Total Community Library Boxes 150 boxes in three target languages: CiTonga, IciBemba and CiNyanja. Boxes are being distributed to a sample of communities in our six provinces.

Province	Language	District	No. of boxes
Eastern	Cinyanja	Katete	14
	Cinyanja	Chipata	17
Muchinga	IciBemba	Nakonde	8
	IciBemba	Mpika	4
Central	IciBemba	Mkushi	4
	CiTonga		
	IciBemba	Serenje	14
Southern	IciTonga	Livingstone	15
	IciTonga	Choma	16
	IciTonga	Kazungula	19
Lusaka	CiNyanja	Kafue	12
	CiNyanja	Chongwe	7
TOTAL			130

The materials within the box were carefully selected to provide opportunities for reading in local languages. A number of English books and reference materials (an atlas and a dictionary) are also provided. The box was specifically chosen to grow with the community school community in that it is large and mobile. Books and games can be added to the box and families can share reading and writing with young learners. The box is sturdy and mobile; TTL adapted the boxes to include wheels and a sturdy handle for moving about on rough terrain.

The distribution was randomly sampled (see Appendix 4) out of 260 PCSCs that were trained in the importance of reading at home and in the connection between reading and learner performance. The 130 recipients were drawn by stratified sample according to language. All 50 CiTonga boxes went to schools trained in Southern Province, while IciBemba was shared by Copperbelt, Central and Muching and Cinyanja share by Eastern and Lusaka. However upon distributing the boxes we found that Mkushi is using CiTonga as a language of instruction. Boxes will be re-directed to Mkushi as Southern Province carries out the distribution.

1.2. Time To Learn Teaching and Learning Materials (TLM)

Time To Learn (TTL) is also distributing Teaching and Learning Material (TLM) to all Community Schools in the 6 targeted provinces. All TTL materials are in three local languages

(iciBemba, CiNyanja and CiTonga) and are printed in black and white. These reading materials were either created or reproduced at low cost to provide the greatest number. Materials are intended to help learners in Grades 1-4 learn and improve in reading. See the table below for a summary of all the materials distributed this quarter.

Province	Language	Flash cards	Story cards	Maiden books	Attendance registers	Enrollment forms	Daily/ Weekly Continuous	Monthly/ Termly Continuous	CASAS books
Central	Bemba/ CiTonga	185	1844	922	1844	65950	922	1844	2090
Muchinga	Bemba/ CiNyanja	223	986	488	896	28777	448	896	923
Eastern	Nyanja	349	1438	1889	1520	60578	685	1389	1677
Lusaka	Nyanja	245	982	5762	980	323957	502	966	1271
Southern	Tonga	0*	1292	969	1292	61,281	646	1292	1500
TOTAL		1,002	6,542	10,030	6,532	540,543	3203	6,387	7,461

**Southern Province Flash Cards were not delivered this quarter.*

As we began our distribution, TTL was honored to host a visit by Christie Vilsack’s to community schools in Southern Province. Ms. Vilsack visited Twabuka and Mwandu Community Schools where she spoke with both teachers and Parent Community School Committee (PCSC) members, as well as participated in a lesson demonstration.



Mrs. Vilsack teaching letter sounds in Twabuka Community School



TTL began distributing 401,334 items of teaching and learning materials (TLM). It took several weeks of packing and counting the materials before they were ready. It took particular effort to organize the flash cards, which MESVTEE developed and we then refined and printed, as cards had to be reordered into class sets. This was a major undertaking and our offices were bursting with bags and boxes.

The first province to receive materials was Southern. Once a decision was made to employ DRCCs in the distribution of materials, TTL re-worked the distribution parameters to reflect district and school numbers. A packet of guiding material was developed for DRCCs including distribution guidelines, receipt books and a tally of community schools within their district. DRCCs were instructed to inform community schools of the availability of material and to use existing opportunities for distribution; a training or workshop held at the DRCC would couple as an orientation to TLM. Letters went out informing the Provincial Education Officers (PEO) and DEBS that TTL would provide material for community schools and that these materials would arrive at the Resource Center. While in Eastern Province in November and Southern Province in February, TTL worked with several Resource Center Coordinators to introduce each item and to explain the purpose of each. Following Southern Province, TTL engaged ECZ to distribute material.

Meanwhile, TTL continued to complete CDC books so that the project could move ahead to formatively assess them. Illustrations were added for SiLozi, Lunda, Luvale, and KiKaonde alphabet books. A formative assessment protocol has been drafted. Additionally a document communicating criteria for reviewing the books has also been drafted. This criteria is essential to share with CDC as (1) they review the books and understand the rationale for having chosen the number of pages, sentences and words and (2) they can assist with future development of similar books.

Challenges

When taking on a distribution of this size (over 2,000 schools) changes and re-directions are expected. The District Resource Center Coordinator was selected as the center for distribution as she/he is better placed to liaise with community school teachers and will be the sight of the first trainings in the next quarter. We took advantage of the TLM distribution to deliver the TOTAL Community Library Box at the same time. Throughout the distribution we were able to update and correct our data base. Our initial plan to use the government to deliver materials and hopefully assist with distribution was thwarted. TTL contracted with EC/Z (Examinations Council of Zambia) to deliver to Eastern, Muchinga and Central Provinces and hoped to include Teachers’ Guides and Learners’ Books in the shipment. The government truck went out immediately before our delivery, letting us know that they would return for TTL funded items. We were in fact disappointed with the quality of the distribution. Too often, items delivered did not coincide with the number calculated for the district. TLM were left sitting at the POCs’ office and were not picked up as agreed and material that was returned to the office had been clearly exposed to water and food items, suffering for water damage and carrying a strong odor. We did however contract with a private logistics company for Southern Province and were pleased with the results. The work was done quickly and properly. We will likely use a private company again to complete the delivery to the Copperbelt.

2. PMP: progress toward targets

Standard & Custom Indicators	LOP	Y3 2014 Target	Y3 2014 Prior Results	Y2 2014 Quarter 2	Cumulative
------------------------------	-----	----------------	-----------------------	-------------------	------------

Number of textbooks and other teaching and learning materials (TLM) provided with USG assistance	612,000	404,000	0	401,334	401,334
---	----------------	----------------	----------	---------	---------

3. Plan for next quarter

- Continue to distribute remainder of TLM
- Complete at least two Grade 1 reading books and assess their classroom use
- Monitor the distribution of material and monitor the use of story books in class
- Monitor the use of assessment tools in the classroom

TASK 6.1.E: IMPROVE EDUCATIONAL LEADERSHIP AND MANAGEMENT IN COMMUNITY SCHOOLS

1. Activities conducted during the quarter

1.1. Training of Community School Head teachers in Education Leadership and Management

The training was facilitated by DRCCs and ZICs who were trained by Ministry of Education Provincial officials using a manual developed by TTL, CDC, TESS, DODE and ECZ. Units in the manual include: leadership and management, the school, community and other agencies, managing resources, information and records management, school based assessment, effective teaching, psychosocial counselling, environment, health and hygiene education, school improvement planning, monitoring and evaluation. The training was conducted in Petauke, Chipata and Lundazi where a total of 108 (91 males and 17 females) Head Teachers were trained.

1.2. Achievements / Lessons learned

A TTL baseline survey showed that no community school Head teacher had any training in Education Leadership and Management. As a result, community schools are often poorly managed. The training of Head Teachers has made a big difference. During monitoring visits, we have found that Head Teachers have improved their supervision of teachers and school administration. They now have more fruitful meetings with PCSCs and members of the community. Schools visited now have school improvement plans. Using the knowledge gained, Head Teachers have initiated counseling activities for OVCs. To date almost all Community school head teachers have been trained in Education Leadership and Management.

1.3. Challenges

The training in Education Leadership and Management targeted all Head teachers of community schools. Unfortunately due to the remoteness of some community schools, some of which are as far as 100kms from the DEBS office and without cell phone reception, not all schools received

timely invitations. In Eastern Province where the last training took place 18 Head teachers did not attend.

Most of the community school Head Teachers are volunteers and leave schools when they get better opportunities: the turnover is therefore high. This means that some of those trained last school year may leave or have left the system. The Provincial Outreach Coordinator will work with Provincial MESVTEE officials to review the situation as part of monitoring.

1.4. M&E activities

Monitoring was conducted at Kalungwizi Community School, Thenthwe Community School, Ikwele Community Schools in Chipata District, Kamtolo Community School in Lundazi. During monitoring, MESVTEE officials were included in the team of monitors.

All Schools had assessment records. There is marked improvement in the running of community schools compared to what existed during our Baseline Survey.

Standard & Custom Indicators	LOP	Y3 2014 Target	Y3 2014 Prior Results	Y2 2014 Quarter 2	Cumulative
Number of Community School Head Teachers trained in Education Leadership and Development.	4,822	1,604	908	108	1,016
	3,114 M	1,035 M	660 M	91M	751 M
	1,708 F	569 F	248 F	17F	265 F

2. Plan for next quarter

- Development / Adaptation of CS monitoring guidelines and instruments for DEBS / Zones (National, provincial, district, zonal and school levels- each level looking for aspects relevant to their level and for improving performance)
- Train DEBS and Zonal personnel on School & Teacher and School Monitoring tools
- Conduct monitoring visits to Community Schools to assess impact of TTL interventions, use of materials provided by TTL and implementation of school Improvement Plans
- Train and Orient Head teachers in the use of School Based Assessment
- eEGRA training for District officials and DRCCs
- Conduct monitoring visits to community schools to monitor implementation of School Based Assessment and school improvement plans including provision of a conducive environment for teaching reading
- Conduct Monitoring visits to Community Schools with MESVTEE officials to observe Literacy lessons in reading and writing

TASK 6.1.F: SUPPORT THE USE OF ASSESSMENT AS AN INSTRUMENT FOR IMPROVING READING INSTRUCTION TO ASSURE QUALITY IN COMMUNITY SCHOOLS

1. Activities conducted during the quarter:

1.1. Developed additional school based assessment tools with local partners (ECZ and Read To Succeed)

ELM Specialist monitored the use of School Based Assessments in 4 community schools in Eastern province. 3 schools were in Chipata district (Ikwele Community School, Kalungwizi Community School and Thenthwe Community School) while one (Kamtolo Community School) was in Lundazi district.

Achievements / Lessons learned

The schools visited are conducting school based assessment and are recording performance records. However, although the booklets developed with MESVTEE for recording school based assessments have been distributed, they are often not being used as teachers needs further orientation on how to use the instrument. This will be part of next Teacher Training activity.

Synergy / Cross Sectoral Activities / Participation to sectoral activities

During the period under review, we continued to work with the MESVTEE officials, Examinations Council of Zambia and STEP UP Zambia. On 27th February, 2014, the Examinations Council of Zambia launched the Programme for International Student Assessment (PISA) and TTL was invited to be part of the initiative. ECZ will also be hosting the 32nd Association for Education Assessment in Africa conference from 11th to 15th August, 2014 and TTL Education Management Specialist is a member of the editorial board which meets fortnightly on Friday afternoons.

2. PMP: progress toward targets

Standard & Custom Indicators	LOP	Y3 2014 Target	Y3 2014 Prior Results	Y2 2014 Quarter 1	Cumulative
Number of Community School Head Teachers trained (School based assessment is part of ELM training program)	4,822 3,114 M 1,708 F	1,604 1,035 M 569 F	908 660 M 248 F	108 91M 17F	1,016 751 M 265 F

3. Plan for next quarter

- Train Community school Head Teachers in the use of school based assessment tools
- Monitor use of School Based Assessment in Community Schools

- Train Provincial and District officials on the use of tablets and monitoring instruments (eEGRA)
- Deliver Netbooks and Tablets to DEBS and DRCC

TASK 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%)

1. Activities conducted during the quarter

1.1. Deliver scholarship to OVC

The number of eligible children provided with education scholarships from 1ST Jan 2014 - 31ST March 2014 has been 1,085 OVCs (562F /523 M)

Grade 10 payments

In the period under review, only 258 scholarships (134 M / 124 F) for grade 10 pupils were paid, as TTL is still tracking students' transition from basic school (grade 9) to secondary schools (grade 10).

Grade 11 payments

827 scholarships have been paid for grade 11 pupils (389 M / 438F) in 2014. TTL is continuing to retire funds disbursed in 2013 (collecting receipts) to be able to pay the remaining Grade 11 scholarships.

1.2. Tracking grade 9 scholarship beneficiaries and selection of new grade 10 scholarship beneficiaries

About 7,800 of our scholarship beneficiaries wrote the grade 9 examination in November 2013. This entails that the vast majority of them have now changed schools from primary and basic schools to new secondary schools. At the end of the 2013 school year, the MESVTEE took an active role in notifying the school authorities to track these pupils after the examination results were announced. Communication was sent from PEO's offices to the schools through the DEBS to inform all the successful TTL sponsored pupils that their scholarship would continue until they completed grade twelve. The grade nine Orphans and Vulnerable Children were given letters notifying them of the continuity of their scholarship if they made it to grade 10.

The tracking of these beneficiaries is still underway and we hope to conclude this exercise by the end of May. Scholarships for all 2014 grade 10 pupils will be all paid by mid June 2014.

The MoE teams working in conjunction with the TTL Provincial Outreach coordinators have been visiting the secondary schools and basic schools to track the beneficiaries. The MoE has directed all schools to permit the enrolment of any pupil reporting for school with a letter from TTL indicating that they were on a USAID scholarship. The school authorities are compiling lists of all these pupils and are submitting them to the TTL monitoring teams who are tracking the learners.

Selection of new grade 10 scholarship beneficiaries

The tracking of grade ten beneficiaries is still going on. So far CAMFED has paid for 236 grade 10 beneficiaries (150 female and 86 male). However, taking into account that about half of pupils

failed the 2013 examinations, the School Selection committees were requested to select new orphans and vulnerable children who could be sponsored by TTL. Once the compilation of all the pupils who were previously supported by TTL is complete, the newly identified pupils will be given a slot for scholarship.

1.3. Tracking Report of scholarship recipients (Monitor students' academic progress, Performance, attendance, retention)

The report will be compiled upon completion of the grade nine tracking exercise. Once the information has been consolidated for all the schools, we will be able to determine the pass percentage of our beneficiaries. These results will also give us the number of pupils who have been retained and those that have progressed to the next grade in the 2014 academic year. Tracking of grade 11 performance is currently underway. Results will be compiled by mid-June.

1.4. Monitoring Activities

In the period under review the Provincial Outreach Coordinators with MESVTEE teams have been going round the schools to collect outstanding retirements on the scholarship funds that were disbursed to schools in 2012 and 2013.

A total of 120 schools were visited in Northwestern, Eastern, Lusaka, Central, Luapula, Western and Copperbelt Provinces to verify the scholarship activities for funds disbursed in 2012 and 2013. Emphasis was on scholarship beneficiaries to ensure that they received their full scholarship entitlement. Pupils were interviewed in schools wherever possible. Schools that had not retired 2012 funds or provided any supporting documentation for the 2012 and 2013 scholarships were monitored.

The Provincial coordinators, in conjunction with teams from the Provincial education offices and District education offices, collected receipts, student signatures, verification forms (signed by guardians) and selection committee minutes as documentation to support the expenditure. They were also confirming whether pupils were supported with remedial classes in the study groups in preparation for their examination. For grade 10 classes the remedial lessons focus on improving learner performance in mathematics, English and sciences.

In addition, monitoring teams were checking on the schools to ensure that the safe clubs and anti-aids clubs are implementing HIV prevention interventions. We found that although the activities are taking place, they do not take place regularly and often happen with varying degrees of quality. Upon the completion of the monitoring activities, we decided to provide additional training and support to overseers and mentors in May 2014. Discussions are already underway with the Chainama Health Sciences College. The institution will be outsourced to provide quality psychosocial counseling training and to review the handbook for guidance and counseling tailored for schools. Once the training is done, the handbooks will be printed and distributed.

1.5. Outsource/Develop/Adopt HIV & AIDS Education Materials for Peer Educators

With a view to support SAFE clubs and Help Desks with Information Education and Communication materials, 10,440 posters on HIV and AIDS information and communication

posters were collected from the MESVTEE life skills department for distribution in the schools. Posters will be used for general information, but also to generate discussions in SAFE Clubs.

In this quarter, 2,320 posters with HIV and AIDS prevention information and communication messages were distributed to the SAFE clubs in schools in Northwestern Province. In addition 31 secondary schools each received a total of twelve life saver books to improve the learner's literacy and support HIV and AIDS prevention activities. The lifesaver story books discuss themes around stigma, discrimination, HIV transmission and prevention.

2. PMP: progress toward targets

Standard & Custom Indicators	LOP	Y3 2014 Target	Y3 2014 Prior Results	Y2 2014 Quarter 2	Cumulative
PEPFAR: Number of eligible children provided with education and/or vocational training (scholarships)	48,000 40% M 60% F	8,000 3,200 M 4,800 F	0	1,085 562F / 523 M	1,085 562F / 523 M
PEPFAR: Number of teachers in USG supported programs trained in how to support learners psychological well-being	5,522 3,221 M 2,301 F	1,811 1,075 M 736 F	0	0	0

3. Plan for next quarter

- Deliver scholarship to OVC Scholarship beneficiaries (grade 10 & 11)
- Refresher / orientation of School Selection Committees in secondary schools
- Strengthen capacity of Guidance and Counseling teachers to meet Psychosocial needs of OVCs in schools
- Facilitate printing & distribution of the guidance and counseling manual to be used in schools
- Train peer Educators in basic FACTS on HIV and AIDS
- Support SAFE CLUBS and Help Desks with Information Education and Communication materials
- Strengthen guidance and counseling services provided in community school
- Provide technical support to the Safe clubs, anti-AIDS clubs and Help Desks
- Monitor activities in Safe clubs

- Strengthen remedial academic support program to OVCs (revamp study groups improve incentives for teachers)
- Provide Technical assistance to teachers managing the academic program
- Quarterly review meetings with Partners(MoE, CAMFED,FAWEZA/Other partners)

TASK 6.3 DEVELOP THE CAPACITY OF LOCAL COMMUNITY GROUPS AND ENLIST LOCAL BUSINESS, NGO AND GOVERNMENTAL SUPPORT IN ADVOCATING FOR AND IMPLEMENTING FREE OR INEXPENSIVE EDUCATION INTERVENTIONS FOR OVCs (15%)

1. Activities conducted during the quarter:

1.1. Total Community Library Box.

On the 17th of January, TOTAL Zambia, in cooperation with the ‘Let’s Read! Zambia’ campaign, launched the TOTAL Community Library Box at Kabulonga Primary School. TOTAL Zambia is working in support of MESVTEE’s nationwide campaign to recognize the importance of reading. The box is a support to reading at home, in community and at school. The box moves from school to home so that parents can participate in their child’s literacy development. Each Total Library Community Box contains ninety-one items. (See Attached Appendix 1).



Hon Minister of Education at launch



Hon Minister and TOTAL MD at launch

1.2. Community School Steering Committee

The Committee met once this quarter to review the plan for the National Community School Symposium scheduled to occur in May 2013. The meeting was also an opportunity to review the findings of the Committee monitoring visits which took place in November 2013 - visits from senior MESVTEE officials which provided an opportunity for TTL to demonstrate the importance of Community Schools to the communities visited in Ndola, Luanshwa, Masaiti, Mpongwe.

Their main observations were the following:

- Head Teachers monitored were trained in the operational guidelines and leadership and management conducted by TTL, and were using new acquired skills: they maintained appropriate records of enrolment, attendance and performance.
- Head Teachers were trained in Literacy Instruction and were able to pass knowledge and skills to colleague teachers.
- PCSC committees were trained in their roles and responsibilities and are in place and operational.
- Limited number of trained teachers and low staffing levels.
- Poor financial support from DEBS (no grants)
- Inadequate teaching and learning materials.
- Insufficient monitoring from Standards Officers/DEBS
- In their discussion with the DEBS, the officers verified that Community Schools were included in the infrastructure allocation plan.
- There is need for a coordinated approach in the way key stakeholders (Churches, NGOs) support the community schools.

1.3. Meeting of the Project Coordination Committee Sub-Group on Community Schools

The group of Community School stakeholders met three (3) times under TTL leadership during the quarter. The group has improved the coordination of activities targeting community schools. The committee has continued planning for a National Community School Symposium and designed the agenda, the list of guest, and the budget (the event will be supported by TTL and CELIM). The meetings were opportunities to share experiences and coordinate support to Community Schools between partners and with the MESVTEE. However, one of the main concerns of the group was that Community School teachers were still often left out during the orientation to the new curriculum, and that there was insufficient curricular material for Community Schools. This issue was presented to the CS Steering Committee which has committed to verify that Community Schools receive appropriate level of training and material in the new curriculum implementation process.

2. Plan for next quarter

- National Symposium on Community Schools (May 2014)
- Monitoring visit by CS Steering Committee (Eastern and Southern provinces)
- On-going CS PCC Sub-Group and CS Steering Committees meetings.

TASK 6.4 ENGAGE UNIVERSITIES AND OTHER ACADEMIC INSTITUTIONS TO CONDUCT TARGETED RESEARCH PROMOTING EDUCATIONAL OPPORTUNITIES AND IMPROVED READING OUTCOMES FOR COMMUNITY SCHOOLS AND OVCs (5%)

1. Activities conducted during the quarter:

The major activity undertaken by TTL related to research capacity building, including conducting the first case study, engaging new interns, and finalizing the *TTL Research Capacity Building Plan (provided in Annex)*

Other significant activities this Quarter included secondary cleaning and analysis of baseline teacher observation data in preparation for future stages of the impact evaluation and supporting Ministry of Education, Science, Vocational Training and Early Education (MESVTEE) planning for the Annual Research Symposium. The TTL Research and Evaluation Specialist advised TTL monitoring and educational technology initiatives, particularly around data harmonization. The TTL Senior Research and Evaluation Advisor visited Zambia February 20-24, 2014 to participate in data collection for the first case study and meet with the TTL team about Case Study 3.

1.1. Build interest within the Ministry of Education, Science, Vocational Training and Early Education (MESVTEE) and the academic community to conduct research relevant to improving the performance of community schools.

Four new Research Interns were engaged in February to assist with baseline and monitoring data entry and cleaning, and collect data for the first two case studies. In accordance with the now-final *Research Capacity Building Plan*, interns were recruited and selected with the participation of the University of Zambia (UNZA) School of Education. MESVTEE and UNZA staff participated in data collection for the first case study. The research question for the first case study is, “How does an active PCSC contribute to strong community school pupil performance?” This study builds upon significant academic literature showing parents to have a significant impact on pupils’ educational attainment, and TTL’s *Baseline Study Report*, which showed that the level of PCSC activity¹ was a significant predictor of Grade 2 pupil performance on the Early Grade Reading Assessment (EGRA) and had the second largest effect size of the variables included in the model.

The second case study examines the question, “What are the characteristics of positive government teacher-community school relationships in community schools that have government-seconded teachers?” Anecdotal evidence from MESVTEE sources has suggested the potential for antagonism between government teachers and the existing school community when government teachers are posted to community schools. This study will focus on positive examples of good relationships in order to help generate a set of best practices for the secondment of government teachers to community schools.

Each case study will examine two schools, spending a week with each school. Methods will include in-depth interviews, group discussions, document review, and participatory techniques such as community mapping and village walks; local MESVTEE and subject matter experts will also be interviewed. This methodological approach seeks to build deep understanding of each school examined, supporting the explanatory richness that is the strength of the case study approach. The topics were chosen through a broad consultative process that took place over several months in the previous two quarters and involved the MESVTEE, ECZ, UNZA, USAID, and TTL staff.

¹ TTL’s Baseline Evaluation developed a pupil performance regression model that identified several variables significantly predictive of pupil EGRA performance. Variables in the model include: School size (negative), teacher performance, education/leadership training of head teachers, and active PCSCs. Schools were surveyed to determine if they had a PCSC, and if they did, how frequently it met; possible responses were: irregular, annual, termly, quarterly, monthly or more. These data serve as a reasonable proxy for the level of PCSC activity.

1.2. Establish a research and evaluation agenda with the MESVTEE to address questions relating to the quality of community schools (teachers, curricula, availability of resources, etc.) and structural issues that affect the ability of OVC to participate in and benefit from these schools.

As a member of the Research Coordination Committee, the TTL Research and Evaluation Specialist supported planning for the MESVTEE Annual Research Symposium. To support improved coordination and use of evidence in MESVTEE decision-making, the TTL Research and Evaluation Specialist leveraged his position on the committee to urge the MESVTEE to consider including symposium events that focus on priority setting for future research and facilitating dialogue between MESVTEE and researchers on standards for evidence in decision-making.

1.3. Develop the capacity of MESVTEE and the academic community to implement research and evaluation related to the MESVTEE research agenda

The TTL research and evaluation team prepared research designs and selected schools for the first two case studies. This process included several research design specification meetings with counterparts at UNZA and soliciting feedback on topic specification from MESVTEE counterparts through the Research Coordination Committee. This process helped build capacity of counterparts and ensure that these studies respond to MESVTEE priorities. In February, one MESVTEE official from Curriculum Development Centre and a lecturer from UNZA participated in 2 weeks of data collection in Eastern Province for the first case study, which provided substantial “hands-on” research capacity building experience. Methods included in-depth interviews, group discussion, participant observation, and community mapping. As one member said after the data collection, “The case studies are sharpening my research skills. The cross pollination of ideas with research based international organizations is vital for my academic growth.”

1.4. Support the Time to Learn M&E strategy, lead on the design, implementation and reporting of a baseline assessment to be conducted in Year 1, a mid-term IMPACT evaluation to be conducted in Year 3, and a summative IMPACT evaluation to be conducted in Year. Significant effort was devoted this quarter to finalizing baseline teacher observation (SCOPE) data. Due to missing data in the original baseline dataset, the TTL Research and Evaluation Team determined it would be more efficient and accurate to re-enter SCOPE data from the original paper records. Data entry was conducted by TTL Research Interns using double-entry verification, and validated and cleaned by the TTL Research and Evaluation Specialist. Following data entry and cleaning, additional analysis was conducted to assist in future assessment of the quality and relevance of SCOPE as a tool in TTL impact evaluations. Analysis was concluding during the final week of the quarter, and the final dataset – which will serve as the counterfactual during future phases of the impact evaluation – and accompanying analysis was expected to be submitting in the beginning of April. The TTL Research and Evaluation Specialist also inventoried raw EGRA data with the assistance of TTL Research Interns as part of the ongoing process to improve baseline data storage.

1.5. Support the dissemination and use of results of research to make improvements in policy and practice, and to inform the next year’s research agenda.

As a member of the Research Coordination Committee, the TTL Research and Evaluation Specialist supported planning for the MESVTEE Annual Research Symposium (see also under

Task 2). This included substantial “behind the scenes” work to coordinate the position of the cooperating partners vis-à-vis continuing MESVTEE requests for additional financial and logistical support for the event.

1.6. Collaborate with local universities and MESVTEE directorates to complete relevant and practical research relating to ovc and improving community schools.

The bulk of work done this Quarter was in support of the first two studies of the *TTL Case Study Series* (see Task 3 above). This involved research design and case selection for both studies, and data collection and initial analysis for the first study. At the end of the Quarter, the first study was outlined and drafting was anticipated to begin in the following Quarter after data collection for the second study was completed.

Incorporating feedback received the previous Quarter, the TTL Research and Evaluation Team finalized the *TTL Research Capacity Building Plan*, which details TTL activities that contribute to Task 6.4 in its Scope of Work. The *Research Capacity Building Plan* includes details of the TTL Research Internship Program completing the related Task 6.4 deliverable.

2. Plans for the next quarter

The TTL Research and Evaluation Team will continue to focus on research tasks. Data collection for the second case study will occur in April, and drafting of both case study reports will follow. The first case study is anticipated to be completed by June, and the second study in Quarter 4. Discussions on how to focus the third case study will continue. UNZA research partners and TTL Research Interns will continue to be engaged as part of this process. Assistance to the Research Coordination Committee’s planning of the Annual Research Symposium will continue whenever requested by the MESVTEE. As the quarter progresses, increasing attention will be given to preparing for TTL’s mid-line impact evaluation. Recruitment for the new TTL Research and Evaluation Specialist has begun and the new person is expected to begin work in Zambia on July 1, 2014.

B. Administrative

EDC is still working on revising its budget for submission to USAID. The budget needs to be adjusted to reflect changes in staffing (additional Provincial M&E assistants to support the scholarship program) and the scholarship program re-organization.

A new scope of work was defined for FAWEZA: FAWEZA role is now to ensure the provision of psycho-social support, guidance and counseling, HIV/AIDS education and academic support to scholarship beneficiaries, while EDC provide scholarships to OVC and monitor the payments.

6 Provincial Monitoring & Evaluation Assistants were hired to support TTL provincial teams.

TTL submitted its contribution to PEPFAR 2014 Country Operational Plan (COP)

TTL revised Work Plan approved by USAID

TTL was in regular communication with Price Waterhouse Coopers Zambia to provide requested information in preparation of the TTL Scholarship Agreed Upon Procedures Review

IV. CHALLENGES AND PLANNED RESPONSE

Challenge:

There is a high turnover of and Head Teachers and Teachers in Community Schools. Therefore, many of these who were trained last year have now left.

Planned response:

TTL establishes the capacity of Zones and of DEBS to deliver a set of simple teaching skills to Community Schools teachers, including the core elements of the Primary Literacy Program (however, many ZICs are also changed during the December school break)

Challenge:

The collection of training activities documentation (attendance sheets; payment/receipts sheets) from the 518 Zone and the 2,100 schools supported by TTL remains a challenge.

Planned response:

TTL Monitoring Specialist has completed a data collection system and on a filing system which should help TTL Provincial Outreach Coordinators to track the flux of documents. In addition, teachers will be trained directly by ZICs in 2014 in at least two instances, which will ease the collection of documents and ensuring that all teachers have received a minimum of 4 days of training.

Challenge:

Obtaining high quality data from inexperienced counterpart evaluators has been an ongoing challenge. Nevertheless, the recent Performance Review data showed improvement in the quality of qualitative data, and the data were generally of sufficient quality for analytical purposes. Data quality also emerged as a challenge in quantitative data during the baseline, so this progress is encouraging and affirms TTL's commitment to leveraging evaluation exercises as opportunities to build country capacity and ownership in evaluation.

V. ANNEXES

- a. Success Stories
- b. TTL Research Capacity Building Plan
