

**Education Development Center
Time to Learn Project
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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
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.

The Minister of Education chaired a ceremony in which TTL officially donated 120 laptops to MESVTEE institutions, as well 2,100 phones to Community Schools. Laptops are equipped with the newly developed e-EGRA Instruct, and mobile phones with the Stepping Stones program which provides teachers with reading instruction guidance.

Field work for the second case study was carried out during this quarter, as well as the preparations for the midline evaluation, and recruitment for the new EnCompass TTL Fellow.

With the Community School Sub-Group of the Project Coordination Committee (PCC), TTL has organized the National Community School Symposium. 90 participants from MESVTEE and from Civil Society Organizations participated to the symposium to discuss the MESVTEE position and plan to mainstream community schools into MESVTEE programming, and to finalize and validate Operational Guidelines for Community Schools. The event was very successful with a fruitful dialogue between CSOs and the MESVTEE.

TTL continued with the distribution of supplemental reading material to schools in Copperbelt Province. This material, developed by CDC, will improve community schools' 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; conduct and supervise school based assessments; assess effective teaching; provide psychosocial counseling and environment, health and hygiene education; lead school improvement planning; and monitor and evaluate school performance. The MESVTEE Guidelines to Education Leadership and Management for Community School Head Teachers were the basis of the training program.

In addition, 704 Head Teachers (498M/206F) and 1,771 teachers completed the training program on Literacy Instruction in May 2014.

TTL was also privileged to be involved in the preparation visit of the wife of the Vice President of United States, Dr. Jill Tracy Biden, along with Mr. Rajiv Shah, the Administrator for USAID, and Catherine Russell, US Ambassador for Global Women's Issues. The site chosen was Shalom Community School in Chilanga district. Two literacy classes in grades 1 and 2 prepared a demonstration lesson on literacy.

TTL continued to track scholarship beneficiaries in their transition from basic school (grade 9) to secondary school (grade 10). After verification of their enrolment in schools, TTL has paid scholarships for 4,301 OVCs during the quarter.

TTL continued to monitor the scholarship program and to collect students' receipts for scholarship payments.

The TTL team has participated in the 2014 Joint Annual Review (JAR) in Muchinga and Southern province. TTL also participated in the preparation of the event through the PCC, and in designing a rapid reading assessment exercise for the review.

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 assists 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

- Served as Chair to three meetings of the PCC Community School Sub-Group
- Organized the National Symposium on Community Schools
- Trained 704 Head Teachers (498 M, 206 F) in PLP program
- Trained 1,771 Community School Teachers (917 M / 854 F) in the PLP program
- Finalized Operational Guidelines for Community Schools and submitted for approval process to MESVTEE
- Distributed 4,301 scholarships to 2,176 Male and 2,125 Female OVC

B. Administrative

- Stefan McLetchie became the new DCOP/Teacher Development Specialist
- 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 Target	LOP Results	Y3 2014 Target	Y3 2014 Prior Results	Y3 2014 Quarter 2	Y3 2014 Cumulative
Number of administrators and officials successfully trained with USG support	5,098 3,292 M 1,806 F	5,814	1,702 1,090 M 612 F	1,059 783 M 276 F	704 (498 M/206 F)	1,763 (1,281 M/ 482 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	10,094	3,683 2,158 M 1,525 F	396 227 M 169 F	1,771 (917 M, 854 F)	2,167 (1144 M, 1023 F)
Number of textbooks and other teaching and learning materials (TLM) provided with USG assistance	612,000	856,534	404,000	401,334	0	401,334
Number of Parent-Teacher Associations or Similar "School" governance structures supported with USG assistance	6,100	3,615	1,950	876 (2,038 members)	0	876 (2,038 members)
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	294, 662	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	29,661	8,000 3,200 M 4,800 F	1,085 (523 M/ 562 F)	4,301 (2,176 M/ 2,125 F)	4,994 (2,561 M/2,433 F)

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

Distribution of Teaching & Learning Materials (TLM) to Community Schools

Teaching and learning materials were distributed in Copperbelt Province, completing the distribution in the six provinces targeted by TTL. This material included attendance registers, enrolment forms, school-based evaluation registers, story books, story cards, and flash cards for literacy instruction.

Creative Writing Workshop

One of the activities to be conducted around the TOTAL Community Library Box is a writing activity: parents, teachers and students can create stories and / or write traditional tales to enrich the library. TTL piloted a Creative Writing workshop with 19 teachers (6 M / 13 F) and their class in Chongwe and Kafue (Lusaka) and Chingola (Copperbelt). The objectives of the activity were to train teachers in creative writing as part of literacy instruction and to generate new stories for the library box. The activity will continue in Southern province next quarter and the best stories will be selected, printed, and put back into the Community Library Boxes. TOTAL will provide rewards to the students whose stories will be selected for the book. About 40 stories have already been collected.

Monitoring of TOTAL Community Library Box

This quarter, 18 Community Schools were visited in Chingola, Chongwe, Mkushi and Serenje districts to assess how the Community Library Boxes (TCLB) are being used by communities, parents, teachers and students. Findings were the followings:

- The Total Library Boxes were delivered to intended schools in all the schools visited.
- The books are being utilized, but mainly in school. However, they are more utilized in community schools with GRZ trained teachers like in Ntekete. where both the Head and his Deputy are trained teachers.
- Some PCSCs have formed adult literacy groups using the materials in the TCLB boxes (central province).

However:

- The blank books in the TCLB have not been used to record local stories as required (the monitoring team encouraged the schools to do so).
- Often, TCLBs are not being utilized to their full potential (they are often not used by parents/community).

Development of videos for Teacher Training and Phones

Three videos have been edited and finalized on the following topics: 1) introducing the letter sounds; 2) making syllables; and 3) creative writing. One video on “making words” has been shot and is currently being edited. These videos will be loaded on laptops provided to DEBS and DRCs to support teacher training activities, and on mobile phones provided to each community school.

Beta Test of Vernacular



Figure 1 Learners work in groups to complete Vernacular activities in CiNyanja. This pedagogical approach promotes peer-to-peer learning and reduces hardware cost.

Vernacular (the tablet based literacy activities developed in mother tongue) was successfully assembled and is ready for beta testing and roll out in the next quarter. The 13 CiNyanja audio scripts recorded so far were combined with the 94 illustrations completed to date to assemble the ‘Letters’ activity in which learners are shown a picture and are asked to identify which letter sound the picture begins with. One audio script and 55 drawings still need to be completed.

The beta test was successful in that it demonstrated that children could begin playing the game without any training. They were also extremely enthusiastic about the activity, and

were quick to learn how to play the activity. We learned that we needed to increase the volume of the devices as the classroom was too loud (due to the excitement). We also learned that we

need to be more aggressive about locking the tablets as many children were quick to press every button they could find, which often lead them away from the activities.

Incentive program

During the Kabwe workshop, participants also explored different incentive plans for community school teachers. The main objective of the incentive program is to identify the best teachers in the community schools and to motivate them to remain longer on a post in a school and to

minimize teachers attrition. Currently, the draft plan is being revised by the TTL M&E team as the incentive program will require some form of qualitative assessment to identify beneficiaries.

Plan for next quarter

- August Literacy Teacher Trainings (for early grades teachers): training of 4,000 teachers.
- Finalize the development of the videos for phones
- Other training activities (tablet literacy gaming and use of phones for literacy instruction).
- Finalize the development of tablet literacy games
- Pilot test the tablets in selected schools.
- Launch study of tablet use in selected schools
- Phone procurement
- Development and launch of an incentive program for ZICs, Head Teachers and Teachers.
- Build upon Performance Level Descriptors to develop grade 3 and 4 reading milestones and scope and sequence of reading skills for national languages.
- Formative evaluation of alphabet booklets developed jointly by TTL and CDC

Computer Donation Ceremony

The MESVTEE organized a ceremony for the donation of 120 laptops computers to PEOs, DEBS and DRCCs, and of 2,100 phones to community schools. The laptops are loaded with the e-EGRA Instruct, which will be used by MESVTEE officials (Resource Center Coordinators, Standards Officers, etc.) to assess early grade students' reading performance during their monitoring visits to community schools, and will help them by providing tailored guidance to teachers based on EGRA results.

The Minister of Education chaired the ceremony: he was presented with the new eEGRA Instruct program, as well as the Stepping Stone features on a phone, and then praised TTL and USAID for the important step forward this may allow the MESVTEE to make in a time when a lot of effort is being made to improve assessment and monitoring.

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

The National Symposium on Community Schools

The National Symposium on Community Schools was organized jointly with the MESVTEE Steering Committee on Community Schools and the PCC Sub-Committee on Community Schools. It occurred on 21 and 22 May with financial support of TTL and CELIM, an Italian CSO supporting community schools in Siavonga district. The goal of the Community School Symposium was to create a dialogue between community school stakeholders and the MESVTEE on the future of community schools in Zambia. Specific objectives of the symposium were:

1. To develop a road map for developing a Community School Policy, and discuss MESVTEE's position and plan to mainstream community schools into MESVTEE programming

2. To validate the Operational Guidelines for Community Schools (with final inputs)
3. To develop a consensus on how to improve community school coordination.
4. To allow stakeholders in community schools to share experience and best practices.

The symposium was opened by Vice-Minister of Education David Mabumba and the Acting Permanent Secretary Owen Mgemzulu, who both engaged in a dialogue with participants. The message from MESVTEE was clearly that:

- MESVTEE acknowledges the important contribution of community schools to achieving the EFA objectives of Zambia
- MESVTEE intends to increase its support to community schools to improve the quality of instruction in this type of school (upgrading)
- Community schools must become part of PEO and DEBS planning and must receive an equitable share of MESVTEE resources to improve their performance
- MESVTEE does not intend to take over community schools and transform them into government schools without the consent of the communities and prior dialogue.

Several District Education Board Secretaries (DEBS) then explained how they include community schools into their programming, planning and budgeting.

The Operational Guidelines for Community Schools were then reviewed and last inputs provided for their finalization.

Group work provided an opportunity for participants to discuss and make recommendations on:

- Recognition and certification of community school teacher training; accreditation of community school teachers; inclusion of CS teachers in MESVTEE CPD programs.
- Registration / Gazetting of community schools to access MESVTEE resources
- Provision of teaching and learning materials to community schools
- Upgrading of infrastructure, particularly health/hygiene facilities for girls.
- The need to provide clear guidelines to PEO and DEBS on upgrading and transformation of community schools.
- Incentives and payments to community school teachers by MESVTEE
- The development of a specific policy on community schools
- The coordination of the community school sector

The Symposium ended with the recommendation that a synthesis of the recommendations be submitted to the Minister of Education.

Finalization and translation of the Operational Guidelines for Community Schools (OGCS)

As the OGCS went through a final review during the National Symposium on Community Schools, the OGCS were edited, finalized and submitted to the Directorate of Planning and Information for the MESVTEE approval process.

The final draft of the OGCS has also been translated into three languages (Citonga, Cinyanja, and Cibemba), and the final versions will be edited upon the approval of the English version by MESVTEE.

The OGCS have also been simplified into a brochure for large distribution to all stakeholders. The draft is currently under review.

Synergy / Cross Sectoral Activities / Participation to sector activities

TTL participated in the Joint Annual Review (JAR) of MESVTEE results. TTL participated in the preparation of the JAR with the PCC, in field visits conducted in Muchinga and Southern provinces, and in the actual JAR. TTL constantly ensured that community schools were part of the agenda, whether during field visits or during discussions during the review.

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

Development of Community School Teacher Competency Framework

TTL is working with the MESVTEE (TESS) to produce the Community School Teacher Competency Framework to define minimal community school teacher competencies and to set expectations for the outcomes teachers have to produce in the classroom.

A workshop was held in Kabwe where TTL, TESS and other MESVTEE officials from the province, district, zone and school level defined the teacher competencies while taking into account the community school reality and the variety of situations they encompass. A draft Teacher Competency Framework document was created and has been forwarded to TESS for final review.

April/May Teacher Training in Literacy Instruction

The April/ May training began with a Training of Trainers of ZICs in all six provinces. ZICs then had to train two teachers from each community school in their zones. This 5th teacher training module was a review of information covered already in the previous 4 modules, with two new topics on 1) how to use learning material distributed by TTL and 2) and school based assessment. Below is information about TOTs and zonal trainings and districts trained in each province.

All ZICs were trained in all provinces: attendance sheets collected to date indicate that 307 ZICs (202 M / 105 F) were trained. However, we know more have been trained but documentation has not yet been received as of this report date.

1,860 community school teachers (942 M / 918 F) were trained in the 5th module; again, more teachers have been trained but documentation is still under collection, and updated numbers will be reported next quarter.

All DEBS and DRCCs have organized the training of two teachers per community school, with the exception of Chama district (Muchinga province) and Mambwe and Chipata (Easter Province) where training should happen in early July 2014.

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

The main activity during the quarter was to continue the distribution of learning material, including the TOTAL Community Library Box, in Copperbelt province. Distribution of Copperbelt material was behind other provinces as the procurement of reading material in Bemba language was done last. Over 20,000 story books, 8,350 Story Cards, 2,810 flash cards for literacy instruction were distributed.

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

TTL developed additional school-based assessment tools with local partners (ECZ and Read To Succeed, UNICEF, VVOB and Irish Aid) to be used during the field visits of the 2014 Joint Annual Review. The Literacy and Numeracy Snap Shot tools were used during the JAR field visits to Copperbelt, Muchinga and Southern Provinces to assess grade 1 and grade 2 literacy and numeracy results. The assessment results were analyzed and reports for the JAR meeting produced.

These school based assessment tools were also used in five zones in Lusaka province in various community schools. These included John Howard Community School in Chawama, Kalikiliki Community School in Kalikiliki, Umodzi Community School in Ngombe, Pakacele Community School in Ngwerere, and Chitukuko Community School in George Compound. All community schools where an assessment was conducted were given feedback after analysis of results of 100 (50M and 50F) learners who were assessed. Feedback meetings at the schools were conducted with the DRCC and Assistant DRCC. All Grade 1 and Grade 2 teachers including the Head Teacher, Deputy Head teacher and Senior Teachers were present during the meeting. Teachers were given advice on how to improve their teaching and assisted with sounding of some of the difficult letters. Teachers appreciated these meetings and invited the DRCC and Assistant DRCC to conduct demonstration lessons.

A Teachers' Guide on School Based Assessment was produced and distributed to all provinces. Teachers were trained in the use of the teachers' Guide during literacy training which was conducted between 6th and 16th May, 2014.

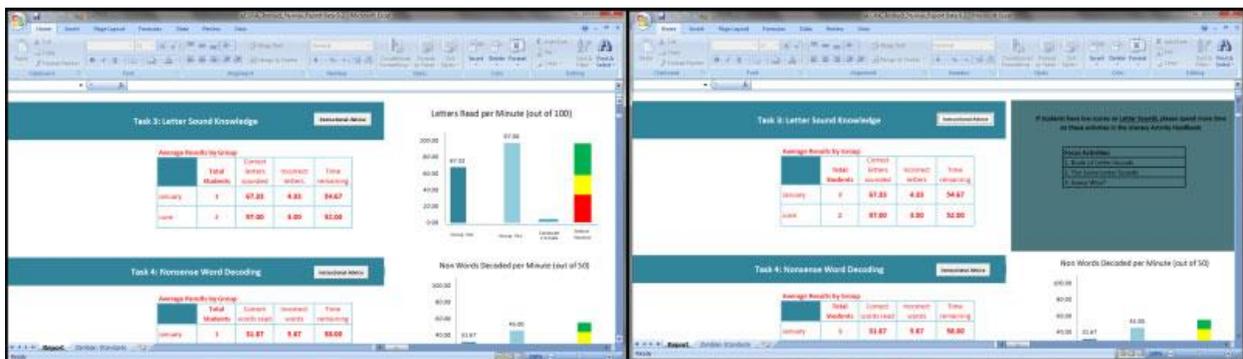
e-EGRA Instruct Review and Training of Trainers

MESVTEE personnel (12 from PEO/DEBS/DRC; 3 from ECZ and 2 from CDC) were trained as trainers in eEGRA Instruct and the use of netbooks in their various provinces. The workshop was conducted at Cresta Golf View from 24th to 27th June, 2014. A total of 17 (8M / 9F) people were trained. Provincial officials, who will train at the provincial level, were allowed to carry the netbooks to their provinces to continue practicing and preparing for provincial trainings.

The newly developed eEGRA Instruct instrument is aimed at providing teachers with technical support for literacy instruction based on students' actual reading and writing performance. Following the assessment of a sample of students, the instrument provides immediate feedback to teachers on students' performance in the different reading skills, and indicates possible remedial actions. eEGRA Instruct is a formative assessment tool which generates discussion between the assessor and the teacher around reading skills and instruction methodologies.



Figure 2. As a first step, a ZIC will sample a classroom and test some students (left). Thereafter they share the analysis with the teacher (right), highlighting the activities which may be pursued to improve reading.



eEGRA Instruct runs in MS Excel and shows teachers a graph for each reading task in the test. The graph can show a classroom's progress over time, and compare it to the national average as well as the national standard (left). If a teacher would like pedagogical guidance, they can click the 'Instructional Advice' button and a green box will appear (right) which outlines some

additional activities they can complete to boost scores in that component skill. Activity details are provided in a separate Literacy Handbook.

Each PEO, DEBS and DRCC supported by TTL will receive a laptop equipped with e-EGRA Instruct in an effort to increase community schools' monitoring and to guide MESVTEE officials toward qualitative monitoring and evaluation.

In addition, laptops will be loaded with additional documents and data before they will be distributed, including:

- Schools Directory
- New Syllabuses (2013) – from Early Child education to Grade 12 – all subjects
- National Literacy Framework
- Reading Performance Level Descriptors
- Teacher's Guide on Assessment of Reading at Grade 1
- Teachers' Guide on School-based Assessment
- Weekly Semi-formal Assessment Class Performance Record
- Zambia Education Curriculum Framework
- Chibemba, Chinyanja and Chitonga Teacher Protocol and Learner Stimulus sheet
- Chibemba, Chinyanja and Chitonga Learner's Book
- Chibemba, Chinyanja and Chitonga Teacher's Book
- Grade 2 Chibemba Learner Literacy Assessment Instrument
- Assessment Guidelines in Literacy G1 – G2

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

A total of 4,301 (2,125 F/ 2,176 M) additional Orphans and Vulnerable Children have been provided with scholarships between 1st April 2014 and 30 June, 2014.

3,447 (1,698 F/1,749 M) scholarships were provided by TTL directly, and 854 (427 F / 427 M) by CAMFED. These numbers will be verified in a future data quality assessment and may be revised.

Many of the beneficiaries have transitioned to boarding schools (more than half of beneficiaries supported under the CAMFED sub-contract). Boarding schools generally provide a better environment for vulnerable children, but the cost of the scholarship is higher.

Tracking Grade 9 scholarship beneficiaries / retention

Tracking of Grade 9 scholarship beneficiaries who have progressed to Grade 10 is almost complete. In the period under review 1,871 Grade 10 students were tracked and have since been supported with school requisites.

Of those that wrote their examinations in November 2013, 1,871 pupils progressed to Grade 10. This number is based on students tracked and paid for during the period under review. However, the tracking process is still underway.

The tracking is done at different levels, including the provincial and district levels, where transition of students was checked based on Grade 9 exam results, and the school level, where the actual enrolment of students is verified.

Printing & distribution of the guidance and counselling manual to be used in schools

Guidance and counselling manuals were provided during the psychosocial counselling training. The MESVTEE guidance and counselling manuals will be reprinted to ensure all secondary schools have copies. Handouts will also be provided during the provincial trainings.

Strengthen the HIV & AIDS education program -use of Evidence Based Interventions/Gender integration

FAWEZA and CAMFED programme officers have been trained in HIV prevention counselling and basic psychosocial counselling.. These will in turn train guidance teachers in their respective provinces.

Provision of HIV& AIDS Education Materials for Peer EducatorsIn the period under review, 5000 posters with HIV/AIDS prevention information and communication messages were distributed to the SAFE clubs in schools in Luapula, Muchinga, Western, Eastern, Southern, Central, Copperbelt and Lusaka Province. In addition, each province received life saver books to improve the learner's literacy and support HIV/AIDS prevention activities. The lifesaver story books discuss themes around stigma, discrimination, HIV transmission and prevention. A total of 5,904 life saver books were distributed.

Challenges:

The issue of teenage pregnancy continues to affect the program: CAMFED has reported that during recent monitoring visits to 20 schools, 21 girls were reported to be on "maternity leave", and 2 to have dropped out because of marriage.

Since beneficiaries have all transferred to secondary schools, many of which are new to the TTL scholarship program, there is a need to train new mentors/guidance teachers who will be

responsible for supporting OVCs. A TOT was organized by TTL with CAMFED and FAWEZA trainers to launch a series of training of teachers on psycho-social counseling.

The pass rate of grade 9 exam has been remarkably low this year: the national pass rate was 37%. The average pass rate of TTL beneficiary is above national average (about 40%), but is still low. Despite the fact that TTL had planned for attrition, it is higher than expected and requires that TTL identifies new beneficiaries with local selection committees.

2. Plan for next quarter:

- Deliver scholarships to newly identified OVC Scholarship beneficiaries (grade 10)
- Refresher / orientation of School Selection Committees in secondary schools
- Strengthen capacity of Guidance and Counselling teachers to meet psychosocial needs of OVCs in schools
- Facilitate printing & distribution of the guidance and counselling manual to be used in schools
- Train peer educators in basic facts on HIV/AIDS
- Support SAFE clubs and Help Desk fora's with Information Education and Communication materials
- Strengthen guidance and counselling services provided in community school
- Monitor activities in Safe clubs
- Strengthen remedial academic support program to OVCs
- Provide technical assistance to teachers managing the academic program
- Compile a tracking report of scholarship recipients, covering their academic progress, attendance, etc.
- Design guidance and counseling program and instruments (SBCC, RESPECT Counseling, Gender),MoE
- Work with other NGOs and service providers to build capacity of peer educators in select secondary & community schools
- Quarterly review meetings with Partners (MESVTEE, CAMFED, FAWEZA)

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%)
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1. Activities conducted during the quarter:

Community School Steering Committee

The Steering Committee met one time this quarter to jointly plan the National Community School Symposium with members of the PCC Sub-Group on Community Schools. The committee also prepared the national symposium while mobilizing MESVTEE officials for their participation, and participated actively in the National Symposium on Community Schools.

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 to continue planning for the National Community School Symposium and finalized the objectives and agenda (the event was supported by TTL and CELIM).

2. Plan for next quarter

- Monitoring visit by CS Steering Committee (Eastern and Muchinga 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%)
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Building 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.

TTL engaged two research partners in fieldwork for the second case study: one lecturer in the University of Zambia (UNZA) School of Education, and one TTL Research Intern. The community school environment was new for the Research Intern, as was the opportunity to engage directly in data collection for applied research.

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

TTL selected schools, prepared research protocols, and spent two weeks in Southern Province in April collecting data for the second case study. This case study examines government teachers working in community schools, with a focus on successful collaboration that contributes to knowledge of best practices for seconding government teachers to community schools. TTL engaged the MESVTEE in selecting this topic in previous Quarters to ensure that the study responds to MESVTEE priorities. Field work provided partners with substantial “hands-on” research experience in methods including in-depth interviews, group discussions, participant observation, and document review (see success story below).

Success Story

TTL’s second case study has been a long-term collaboration intended to respond to MESVTEE-identified needs both for capacity building and research priorities. Topic selection engaged the Examinations Council, Curriculum Development Center, Directorate for Planning and Information, Research Coordination Committee, and UNZA. A research capacity needs assessment conducted at the same time identified qualitative methods as relatively weak among MESVTEE and UNZA partners. In response to this need, TTL facilitated a week-long training on qualitative methods in FY2013 Q4. The UNZA research partners were later involved in preparing the research design for the first case studies.

These activities culminated in data collection this quarter, which provided a chance for the UNZA lecturer to apply the methods learned. Reflecting on this process, this partner commented, “I have always handled the theoretical aspect of qualitative research and so this project gave me

hands on experience on the use of qualitative research tools in the field. I believe the interaction that I had with the research team enriched my skill on how to probe for responses which I believe I would have failed to get deeper responses if I was alone. I learnt that teamwork in qualitative research is valuable and...*I will share this with my students,*" (emphasis added). This feedback shows that TTL's long-term and practical approach to research capacity building is beginning to show results and influence the teaching of research methods at the university level.

Implementation and reporting of mid-term IMPACT evaluation

Preparations for TTL's midline evaluation began in earnest during this Quarter, from May onwards. The TTL Research and Evaluation Specialist conducted several meetings with TTL Senior Management to solicit input on potential modifications to the impact evaluation design necessitated by changes to TTL interventions and lessons learned from the baseline. At the end of this quarter, TTL Evaluation Specialist was compiling the results of this process into a draft *Midline Implementation Plan*, which will be submitted to EDC in early July (next quarter). The plan will detail all modifications to the 2012 evaluation design along with the rationale for the modifications, and specify the timeline and responsibilities for midline tasks.

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.

In April, Time to Learn distributed print copies of its *Year Two Performance Review* to Central-level MESVTEE Directorates and project stakeholders. The TTL Research and Evaluation Specialist provided the TTL Provincial Outreach Coordinators copies of the report for every Provincial Education Office and District Education Board in their province, instructions for leading provincial/district-level discussions around the report's findings, and a request to forward any feedback.

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

Significant work this Quarter was in support of the second case study of the *TTL Case Study Series* (see Task 3 above) and drafting has commenced.

Challenges

The third Quarter has been a period of extraordinary activity for TTL, with several staffing changes and two high-level visits from USAID. This has kept project staff extremely busy, which as the midline evaluation nears has at times posed challenges for coordination. The Research Coordination Committee has been on hiatus, with MESVTEE committee members continuing to view the committee's role as limited to coordination of the Research Symposium. MESVTEE feedback at the end of the Quarter indicated that full funding had been secured for the Research Symposium, raising the prospect of the committee resuming activity in the next Quarter.

Plans for the next quarter

The *Midline Implementation Plan* will be submitted for review to TTL/EDC in early July, and work will subsequently move quickly into protocol preparation and planning for data collectors' training, which will occur in September. The first two case studies will be finalized and

submitted to TTL for review; depending on partner motivation, comments will also be sought from the MESVTEE and UNZA. EnCompass' new TTL Research and Evaluation Fellow is expected to begin on August 1, and the current Research and Evaluation Specialist and Senior Research and Evaluation Advisor will transition to the new staffing levels previously agreed with EDC.

Monitoring & Evaluation

1. Activities conducted during the quarter:

Review of M&E Tools and Procedures

During the quarter, the project reviewed data collection tools and procedures. The revised tools and procedures were shared with all the provinces, districts and zones. These procedures are meant to lead data entry and to ensure that the TTL M&E forms are filled out accurately. This will ensure that standard operating procedures in data collection, processing, and analysis are followed. The adjustments made are presented in the table below.

No.	Tool	Comments
1.	Training Attendance Forms	This tool captures data on participants trained and is completed every time there is a training. The tool was modified to include a provision for Provincial M&E Interns to certify after reviewing so as to improve the quality of data received at the head office.
2.	Teacher Profile Form	This is a new tool. It captures profiles for teachers in community schools. It will be completed once a year by the community school teachers with help from the ZICs.
3.	OVC Summary Form	This is a new tool which captures data on OVCs in community schools. It will be completed every year by the ZICs.
4.	School Enrollment Form	This is a new tool which captures data on school enrollment by grade. It will be completed every year by the ZICs.

Recruiting of M&E Interns

The Project recruited one M&E Intern in each of the six provinces. The interns work under Provincial Outreach Coordinators (POCs) with technical support and guidance from the M&E department. Before recruiting the interns, M&E activities at provincial level were being carried out by the POCs; hence the interns have taken up some M&E duties from the POCs.

Project Database

The project developed database shells for scholarship and community school data. The project has since embarked on recovering training attendance forms, TLM distribution receipts and scholarship student receipts and distribution lists, which are required as support documentation to update both the scholarship and community schools database shells. This recovery process will be completed by the end of August, 2014.

M&E Activities for Scholarship Program

The project developed a scholarship index system to strengthen tracking of scholarship recipients. The scholarship index is a system that tracks support provided to each student starting from justification for selection (application form, verification forms and selection committee minutes) through payment for various forms of education support to paper-based evidence (school receipts and student signatures) for the support provided. This system has two parts:

- (i) **Hard Index System:** hard copy documents filed in binders. There is one binder for each district and each binder has dividers where documents per school are filed. Documents for each school are further divided by year. The documentation for each year includes: application forms, selection committee minutes, verification forms, approved student master lists, school receipts and student signed distribution lists.
- (ii) **Digital Index System:** This is an electronic version of the hard index system. It is an excel spread sheet showing students, demographic background and the scholarship support documentation for the education support provided.

Through the index system the project has been cleaning scholarship data. This process will be concluded by the end of the next quarter for both Camfed and FAWEZA/TTL-supported students. This will ensure that scholarship data that will be uploaded into the project database for each year starting from 2012 to the current year (2014) is accurate.

M&E Activities for Literacy Program

The project designed a community school monitoring tool. This tool will be used to monitor the quality of activities being implemented and expected results. This tool will be administered the first month of every school term to track activities for the previous term. It will be administered through a sample survey targeting all provinces, two districts per province and five schools per district (60 schools). The project pre-tested the tool in five districts (Kabwe, Chinsali, Livingstone, Kazungula and Siavonga) and the recommended adjustments will be made in readiness for implementation in September, 2014. The project also adopted the MESVTEE classroom observation tool which will not only be administered during termly monitoring, but also on a regular basis by the ZICs.

2. Plan for next quarter:

- Termly Community School Monitoring
- Camfed Scholarship Data Quality Audit
- Continue recovering both community school and scholarship support documentation and updating the database.

B. ADMINISTRATIVE

In April, the Deputy Chief of Party/Teacher Development Specialist, Carrie Lewis, resigned. She was replaced by Stefan McLetchie, who was approved by USAID on April 25, 2014. He made

an initial trip to Zambia to meet stakeholders and ensure continued momentum around literacy instruction in May and June, 2014. He will begin his posting in July 2014.

TTL continued to communicate 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:

The tracking of TTL scholarship beneficiaries is a very demanding task: TTL needs to verify whether each individual beneficiary has passed grade 9 exam, and then to verify her/his enrolment in school.

Planned response:

TTL has worked with DEBS to track students enrolment, and POCs are visiting all secondary schools to verify attendance.

Challenge:

The collection of material distribution documentation (delivery sheet) from the 518 zones and the 2,100 schools supported by TTL remains a challenge.

Planned response:

The TTL Monitoring Specialist has completed a data collection system and a filing system which should help TTL Provincial Outreach Coordinators to track the flow of documents. In addition, teachers will be trained directly by ZICs in August 2014, which should ease the document collection.

V. ANNEXES

- A. Success Stories
- B. TTL Midline Evaluation Plan
- C. M&E Table
