

**Education Development Center
Time to Learn Project
QUARTERLY REPORT
1 July – 30 September 2013
FY 2013 Quarter 4
Contract No. AID 611-C-12-00002**



Prepared for:
USAID/Zambia

Prepared by
EDC – TTL



USAID
FROM THE AMERICAN PEOPLE




Time to Learn



TABLE OF CONTENTS

ACRONYMS AND ABBREVIATIONS..... 2

EXECUTIVE SUMMARY 3

I. PROJECT OVERVIEW..... 4

II. PROJECT ACHIEVEMENTS..... 5

III. SUMMARY OF PROJECT ACTIVITIES 7

IV. CHALLENGES AND PLANNED RESPONSE..... 22

V. PLANS FOR THE FOLLOWING QUARTER..... 23

ACRONYMS AND ABBREVIATIONS

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

EXECUTIVE SUMMARY

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

During the reporting period, TTL 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.

The Community School Steering Committee met for the second time in September 2013. It was created to work toward the institutionalization of MESVTEE assistance to Community Schools and to monitor and coordinate with MESVTEE and partners support to Community Schools, and to provide strategic guidance to TTL and other projects supporting MESVTEE. The Community School Steering Committee is working toward the development of a National Community School Policy.

As the chair of the Community School Sub-Group, TTL has organized two meetings during the quarter with sector partners. The group has allowed improved coordination of activities targeting community schools.

ZICs have continued training Head Teachers to equip them with skills and tools to organize and facilitate school-based Teachers Learning Circles and train teachers on Literacy instruction. 1,665 Head Teachers (590F/1,075M) were then trained in the Literacy program, and then have organized school based bi-monthly learning cycles for teachers. 3,221 **teachers** (1,308 F/1,913 M) were trained during these learning circles. However, quality of Learning Circles is varying from school to school, depending on ZIC and/or Head Teacher background and experience.

With TTL and other partner support, CDC continued to work on the development of a Teacher's Guide and Learner's Books have been completed for all languages. After a final review, they will be released to print in the next quarter. TTL also procured supplemental reading material (442,400 books and sets of Story Cards). This material, developed by CDC, will improve the Community School's literacy environment.

MESVTEE Guidelines to Education Leadership and Management for Community School Head Teachers was finalized with TTL support, and 1,474 Head Teachers 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.

Community Schools Operational Guidelines were revised through a process involving civil society stakeholders, MESVTEE at different levels and users of the guidelines.

Over 2,800 additional members of 1,554 PCSCs were trained during this period in their roles and responsibility in the management of Community Schools, as well as in school improvement planning and school performance monitoring. The total number of PCSCs trained in FY13 is 2,014.

TTL has visited all Secondary Schools which enrolled TTL Scholarship Beneficiaries in 2013. Following this verification, the Grade 10 Scholarships were distributed: 2,166 additional scholarships (1,076 F / 1,090 M) were paid during the quarter. The total number of scholarship paid for in FY2013 is now of 9,797 (5,265 F / 4,532 M).

In addition, 200 School Based Committees were trained in management of scholarship and child protection, 574 (543 F/31 M) OVC Teacher-Mentors were trained in guidance & counseling and HIV/AIDS prevention, and 379 SAfE overseers were oriented in the scholarship guidelines and Study Group management.

I. PROJECT OVERVIEW

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

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

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

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

II. PROJECT ACHIEVEMENTS

A. Technical

- Meeting of the MESVTEE Community School Steering Committee
- Two meetings of the PCC Community School Sub-Group.
- 1,665 Head Teachers (1,075 males / 590 females) trained in the Literacy program, and
- 1,474 Head Teachers (952 males / 522 females) trained in Education Leadership and Management.
- 471 ZICS (250M/221F) 3,231 teachers (1,913 M / 1,308 F) trained in the quick start literacy program and reading modules.
- 445,000 supplementary leveled readers procured for Community Schools
- Over 2,800 members of 1,554 PCSCs trained in their roles and responsibilities
- Community Schools Operational Guidelines revised with MESVTEE and stakeholders and draft circulated.
- 2,166 additional scholarships (1,076 F / 1,090 M) were paid during the quarter.

B. Administrative

- New OVC specialist recruited
- TTL Monitoring & Evaluation Team restructured
- Peace Corps volunteer engaged into TTL team

C. Results Table

Standart & Custom Indicators	LOP	Y2 2013 Target	Y2 2013 Prior Results	Y2 2013 Quarter 4	Cumulative
Number of administrators and officials successfully trained with USG support	5,098 3,292 M 1,806 F	1,709 1,104 M 605 F	1,473 1,060 M 413 F	1,784 F: 632 M: 1,152	1,784 F: 632 M: 1,152
Number of central MESVTEE, district, provincial officials trained	276 276 M 178 F	98 55 M 44 F	110 71 M 39 F	119 75 M 44 F	119 75 M 44 F
Number of Community School Head Teachers trained	4,822 3,114 M 1,708 F	1,611 1,040 M 571 F	1,473 1,060 M 413 F	1,665 1,075 M 590 F	1,665 1,075 M 590 F
Percentage of zonal, district, provincial and other MESTVEE entities monitoring community schools systematically	80%	50%	-	-	-

Percentage of TTL community schools receiving increased support from the MESVTEE	20% of all community schools (602 community schools)	5%	-		No evidence of increased support. Data need verification
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	3,671 1,529 F 2,163 M	3,692 2,163 M 1,529 F	3,692 1,529 F 2,163 M
Number of zonal in-service coordinators (ZICs) trained	1,266 672 M 594 F	461 245 M 216 F	450 (130 F / 370 M)	471 250 M 221 F	471 250M 221F
Number of Community School Teachers trained	4,822 2,862 M 1,960 F	3,222 1,912 M 1,310 F	3,150 870 F 2,659 M	3,221 1,913 M 1,308 F	3,221 1,913 M 1,308 F
Number of textbooks and other teaching and learning materials (TLM) provided with USG assistance	300,000	88,000	-	442,400 stories sets and readers developed / printed	450,200 under distribution
Teacher materials and resources produced and distributed	12,000	4,000	800 MESVTEE Syllabi distributed + 7000 (Teaching Guides)		7,800
Student materials produced and distributed	288,000	84,000	-	442,400 produced and under distribution	442,400 produced and under distribution

Number of Parent-Teacher Associations or Similar "School" governance structures supported with USG assistance	6,000	1,950	194	2,014	2,014
Number of PCSC trained / Supported	4,200	1,600 230 PCSC (community reading) + 1,370 (CSOG training)	131 PCSCs (reading)	1,814	1,814
Number of committees trained /supported	2,400	350	63 PTA (scholarship program)	200	200
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	294,662 Male 145,692 Female 148,970	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 scholarships (40% M / 60% F)	8,000 3,200 M 4,800 F	7,631 3,442 M 4,189 F	2,166 1,090 M 1,076 F	9,797 4,532 M 5,265 F
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	379 Safe Club Overseers (secondary teachers)	574 31 M 543 F	574 31 M 543 F

III. SUMMARY OF PROJECT ACTIVITIES

A. TECHNICAL

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

1.1. Development of instruments and guidelines

A core element of MESVTEE literacy approach is the use of school-based assessment to improve teaching and learning. TTL has worked with the MESVTEE's Directorate of Standards and Curriculum, the Directorate of Teacher Education and Specialized Services (TESS), the Examinations Council of Zambia (ECZ) and Read To Succeed to develop Performance Level Indicators and assessment instruments. During the next two months, TTL will distribute assessment instruments which have already been printed to all community schools in the six provinces. Assessment Guidelines were developed and were validated through a workshop with all stakeholders (including MESVTEE officials from various directorates, provincial

representatives, lecturers from universities and colleges of education and partners from Time To learn, Read To Succeed, Step Up Zambia and Room To Read). Assessment guidelines and homework policy will be submitted to the MESVTEE Permanent Secretary for adoption as a national policy.

1.2. Training of provincial officials in data collection procedures and instruments

PEO officials and TTL staff were trained in all provinces in data collection and the use of TTL monitoring tools, including the use of tablets: TTL M&E system and data flow, PMP indicators and data collection, mobile data collection system (Survey to Go software), DQA guidelines and procedures, use of enrolment forms and school registers for community schools.

2. 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 Fellow and an Encompass Evaluation Specialist designed and facilitated a TTL Year 2 Performance Evaluation Data Collectors Training from September 10-13, 2013 in Lusaka. The 4-day training introduced key qualitative methods and provided opportunities for practice and reflection to strengthen qualitative data collection capacity. A total of 15 data collectors participated in the training representing the MESVTEE, University of Zambia, EDC, and the Examinations Council of Zambia. Training participants overwhelmingly reported in the final evaluation that the training met its objectives and their own expectations, that they were satisfied with the individual sessions, appreciated the facilitation style and the data collection methods taught, and have improved data collection skills as a result of the training. See **Annex 1** for the full summary report of the training evaluation.

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

The bulk of the Evaluation work done this Quarter related to the Year 2 Performance Evaluation. Through a consultative process with TTL Staff and key stakeholders, EnCompass led the following activities:

- Designed and facilitated a half-day **focusing session** in Lusaka, Zambia on August 9, 2013 with 18 participants from the MESVTEE Planning and Information Directorate, Curriculum Development Centre, Examinations Council of Zambia, Lusaka Provincial Education Office and District Education Board Secretary, TTL staff, Zambia Open Community Schools, USAID, a community school head teacher, a Parent Community School Committee chairwoman, and the University of Zambia. The participatory session enabled a joint, collaborative process for finalizing the key evaluation questions, objectives, logistics, sample, and data collection teams to ensure relevance and utility of the Performance Evaluation results to the work of TTL and its stakeholders.
- Finalized and submitted the Year 2 Performance **Evaluation Design and 10 protocols** to EDC for technical and IRB review.
- **Piloted protocols** in Lusaka as part of the data collectors training (see Task 3).
- Completed **data collection** in Muchinga and Lusaka Provinces, and initiated data collection in Southern Province.

In addition, the Research and Evaluation Fellow and an EnCompass Senior Research Specialist anonymized and verified the quality of baseline EGRA data to ensure the final data set is of the highest standards; the verification process confirmed data quality.

The TTL Research and Evaluation Fellow led a series of meetings with personnel from the MESVTEE (Examinations Council of Zambia, Curriculum Development Centre, and Directorate of Planning and Information), University of Zambia, USAID, and Time to Learn (TTL) to elicit their input on key research areas as well as key questions that emerged from the baseline. These inputs were used to determine the Year 2 case study topics and develop the TTL *Research Capacity Building Plan*. A number of participants for these meetings were drawn from the Research Coordination Committee (RCC) because of their central role in educational research in Zambia and to ensure MESVTEE ownership of TTL research.

TTL 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.

Following the joint, collaborative process described under Task 1 above, the TTL Research and Evaluation Fellow led a meeting of TTL staff to finalize the two, Year 2 TTL case study topics, as follows:

1. Successful Community Schools. Many community schools produce “good” results indicated by high “pass” rates on grade 7 exams. This case study will highlight the factors that contribute to the success of Community Schools and greater learning outcomes among orphans and other vulnerable children. This potentially vast topic may be broken up into multiple case studies, each one focusing on a different “factor of success.”

2. The Role of Ministerial Support to Community Schools. The MESVTEE provides myriad forms of support to Community Schools ranging from seconding teachers to material and financial support. While this support remains limited and its distribution uneven at present, it can reasonably be expected to grow over the course of the TTL intervention, especially given the Zambian government’s stated aim to increase its supervision of Community Schools. Such a study could support defining “best practices” for future interaction between the MESVTEE and Community Schools.

The Research and Evaluation Fellow identified two Zambian professors as potential co-researchers for the Year 2 case studies. The Fellow also worked with the University of Zambia School of Education to form a partnership on the TTL research internship program. This partnership has received support from the Dean of the School of Education. The purpose of the partnership is to ensure full integration of the Zambia academic community into all aspects of the work conducted under the *TTL Research Capacity Building Plan*. The University of Zambia focal point for the collaboration will be the Associate Dean of Research.

4. Improved Reading Performances and Promote the development and qualification of CS teachers

4.1. Promote the development and qualification of teachers serving in community schools using pre service and in-service training

Monthly Head Teacher training and Teacher Learning Circles continue as different provinces progress at different speeds. In Central, Copperbelt, Lusaka and Southern Provinces continued to conduct Head Teacher training in July & September on “Reading” and “Writing.”

TTL has learned that training Head Teachers using ZICs though successful in keeping it a local initiative can be unequal in quality as ZICs do not have the same capacity across the board. For this reason, TTL is discussing with TESS/MESVTEE colleagues to assess and review its Teacher Continuous Professional Development (in-service training) strategy. Another option emerged and TTL is interested in testing it before the end of the school year. Information gathered through monitoring (visits with the DEBS and monitoring conducted by TTL Provincial Outreach Coordinators,) it has been suggested that we trial a District based trainings. In this training we will combine the final three topics and ask District Resource Center Coordinators to train Zonal In-Service Coordinators. From this point, ZICs will train both teachers and Head Teachers through a cluster of Teacher Learning Circles.

Work on this mega module began with a consultative meeting with the CDC to provide feedback on the contents of former modules and plan the coming module. Feedback will be

integrated into a 2014 version of teacher training modules.

Signs are pointing to the possibility of using the same material for government school teachers. Information flowing back from the provinces shows that Zones and sometimes Districts are taking it upon themselves to use the CS training modules for public school teachers. Recent comments from the MESVTEE point to interest in taking the same material to scale. Though these ad hoc comments are reports are not the same as formal adoption it is clear that there is a void as far as structured teacher training materials and though Community School teachers represent a separate set of circumstances – untrained, volunteer teachers with limited resources – the CPD modules offer an opportunity to build literacy skills for trained as well as untrained teachers.

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

In this quarter TTL/MESVTEE completed a host of teaching, learning materials and classroom management materials. We have developed a distribution plan to move the materials from Lusaka to the provinces and will orient the recipients the hands of teachers at Community Schools. Additionally we have procured books to support Reading Circles in secondary schools. This package of materials will support primary and secondary schools toward improved literacy performance.

- 8000 sets (6 titles) Story Cards + Folders
- 432,000 CASAS books Grade 1 – 4 in CiTonga, IciBemba and CiNyanja (sets of 12)
- 2,400 LifeSaver books delivered with TTL designed bookmarks
- 2,138 black and white versions of MESVTEE approved local language books for early grades in print
- 8,550 attendance logs
- 410,250 enrolment forms
- 12,829 continuous assessment booklets

MESVTEE completed the translation of Story Cards and we developed an accompanying folder which acts to protect the contents, hold additional cards and provide brief instructions on how to use the cards. TTL has begun sending Story Cards – local language sets – to their corresponding province: Bemba cards going to Central, the Copperbelt and Muchinga, CiNyanja cards are going to Eastern and Lusaka and CiTonga is going to Southern Province.

During our consultative meeting CDC and TTL were able to develop and refine the contents of a MESVTEE TTL co-sponsored a Writer’s Workshop. The purpose of the writers’ workshop will be to develop reading material for Grades 1 to 3 for all seven language groups. Though TTL is only working in CiNyanja, IciBemba and CiTonga speaking provinces, we are preparing for our final reach when we will have assist the ministry to address the needs of the remaining language groups.



MESVTEE Leveled readers reprinted.



Life Saver series of HIV AIDs books.

The interactive audio programs are being formatively assessed in collaboration with CDC. Each of the three programs has completed its initial production and we were able to take the CiNyanja program to Mulele Mwene Community School for testing. Testing for Tonga and Bemba to take place in Central Province will happen in the coming quarter. The scripts have been edited and the programs will go back to the studio for corrections.

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

This quarter, Time To Learn has worked with CDC on developing a teacher training module that includes information on how to create short assessments and how to keep records on learner performance. Assisting teachers to understand the importance of tracking learner performance and their responsibility in this domain will need time to develop. At present, both government and community schools rely heavily on the high stakes testing that comes from central government and less on classroom based assessments that assist the teacher in assuring that learners succeed. This ties in with our work on School Improvement Planning and Learner Performance Improvement Planning. It will be a recurrent theme as we work with TESS to develop a competency framework for Community School teachers.

TTL participated in RTS classroom based assessment and shared read aloud observation sheet and reading checklist for head teachers.

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

In late August TTL received 2400 LifeSaver series books from the publisher. These books will join the package of materials that will be distributed to the provinces. Based on the verified list of secondary schools we will deliver 4 sets of books. The books will serve to shore up literacy skills through reading practice which will include vocabulary and discussions to develop critical thinking skills.

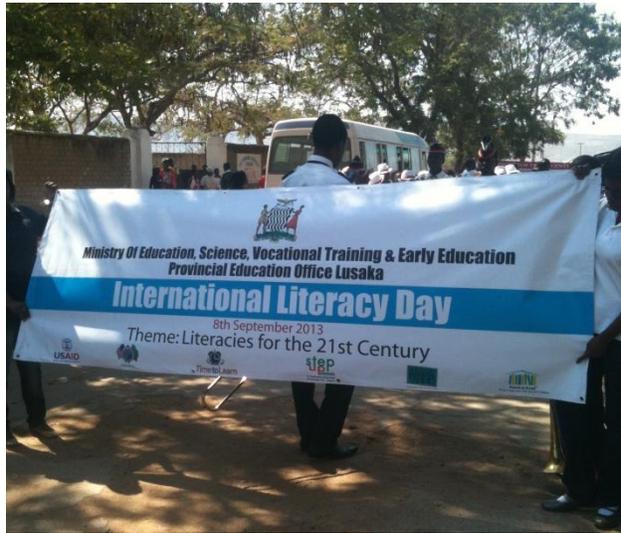
4.4. Public Private Partnerships (PPPs)

During this quarter TTL prepared the launch of the TOTAL mobile book box. The box contains an assortment of material in local language and English books, slates, literacy games and solar lights. The initial launch for Literacy Week was postponed to the end of 2013. A sample box has been put together and reading material procurement has been planned. TOTAL/Zambia Limited's corporate social responsibility budget has been approved for the new year and TOTAL Zambia has endorsed a move forward to begin to organize the ministry's presence for a public introduction. As we have identified the material for the book box, we have paired this pursuit with a selection of books for TTL distribution.

4.5. International Literacy Day Celebrations

This quarter, Time To Learn participated in the national Literacy Week celebration. TTL presence at the Lusaka Reading Tent enabled TTL technicians to speak to the public about the importance of local language instruction, show some of the materials that will be available in community schools and challenge people – young and old – to solve local language riddles or tongue twisters. Working with Room to Read as the organizing body, we participated with local NGOs to highlight the importance of literacy. These Lusaka based celebrations included a symposium a press breakfast and a three-day Reading Tent. We also organized provincial base

celebrations by working within the provincial offices to organize events with both children and parents. In all six provinces, parents told stories or read to learners as a display of community commitment to literacy.



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

A core element of MESVTEE literacy approach is the use of school-based assessment to improve teaching and learning. TTL has worked with the MESVTEE’s Directorate of Standards and Curriculum, the Directorate of Teacher Education and Specialized Services (TESS), the Examinations Council of Zambia (ECZ) and Read To Succeed to develop Performance Level Indicators and assessment instruments. During the next two months, TTL will distribute assessment instruments which have already been printed to all community schools in the six provinces. Assessment Guidelines were developed and were validated through a workshop with all stakeholders (including MESVTEE officials from various directorates, provincial representatives, lecturers from universities and colleges of education and partners from Time To learn, Read To Succeed, Step Up Zambia and Room To Read). Assessment guidelines and homework policy will be submitted to the MESVTEE Permanent Secretary for adoption as a national policy.

This quarter, Time To Learn has also worked with CDC on developing a teacher training module that includes information on how to create short assessments and how to keep records on learner performance. Assisting teachers to understand the importance of tracking learner performance and their responsibility in this domain will need time to develop. At present, both government and community schools rely heavily on the high stakes testing that comes from central government and less on classroom based assessments that assist the teacher in assuring that learners succeed. This ties in with our work on School Improvement Planning and Learner Performance Improvement Planning. It will be a recurrent theme as we work with TESS to develop a competency framework for Community School teachers.

TTL participated in RTS classroom based assessment and shared read aloud observation sheet

and reading checklist for head teachers.

Task 6.1.e: Improve educational leadership and management in community schools

With TTL support, MESVTEE finalized Education Leadership and Management Guidelines, trained trainers at national, provincial and district levels, and finally trained community school head teachers in basic leadership and management skills.

5. Development of a Guidelines on Education Leadership and Management for Community School head teachers held in Kabwe

In collaboration with the MESVTEE, TTL organized a five day workshop to review and finalize a guideline and training module for head teachers in community schools. The workshop was held in Kabwe from 12th August to 16th August, 2013 at the district Resource Centre. It was attended by officers from Curriculum Development Centre, Standards, Teacher Education and Specialised Services, Directorate of Open and Distance Education and Examinations Council of Zambia.

The objective of the activity was to design a simple document to guide Head Teachers through basic and essential education management tasks, including managing resources, information and records management, school based assessment, effective teaching, psychosocial counselling, environment, health and hygiene education, school improvement planning, monitoring and evaluation of school performance.

5.1. Training of Head Teachers in Education Leadership and Management

5.1.1. Training of Trainers (TOT 1) workshop for Education Leadership and Management for Head teachers in Community School (4th September to 6th September, 2013)

With TTL support, MESVTEE organised a Training of Trainers in Lusaka for officials from PEOs of the six TTL targeted provinces. The training was conducted by the team which wrote the training manual. The 21 officers trained at this workshop were tasked to train District Education Boards officers in their provinces. Participants set the objectives for the future Head Teachers Training activities:

1. To provide head teachers with knowledge and skills for effective school management and school performance improvement.
2. To equip head teachers with knowledge of key educational policies of the Ministry of education
3. To equip head teachers with instructional and institutional leadership skills
4. To train head teachers in effective utilization of teaching and learning materials, in their schools.
5. To equip head teachers with knowledge related to resource development and financial management
6. To equip head teachers with skills to enable them collect, record and report information
7. To equip head teachers with skills, knowledge and practice of working effectively with teachers, parents, community members, other agencies and learners.

8. To equip head teachers with basic psychosocial counselling skills, HIV and AIDS Awareness and Basic Health Hygiene Education.

Ahead of the workshop, each participant had prepared a presentation on the different topic according to his/her own expertise and experience, and then presented to the other participants and facilitated the development of the training activity. The following topics were introduced, discussed and a training activity developed for each one:

- Unit 1 Leadership and Management: Chola Mtonga, Principal, Zambia College of Distance education
- Unit 2 The School, the Community and other Agencies: Yamboto Kapawa, Curriculum Development Specialist
- Unit 3 Managing Resources: Mercy Mwiya, Acting Principal Education Officer TESS
- Unit 4 Information and Records Management: Kenneth Jinaina, Curriculum Development Specialist
- Unit 5 School Based Assessment: Ruth Mwanza Mvula, Senior Education Officer TESS
- Unit 6 Effective Teaching: Mathews Musonda, Lecturer, Zambia College of Distance education
- Unit 7 Psychosocial Counselling: Power D. Kasungami, Senior Curriculum Development Specialist
- Unit 8 Environment, Health and Hygiene Education: Power D. Kasungami, Senior Curriculum Development Specialist
- Unit 9 School Improvement Plan: Paul Machona, Education Leadership and Management Specialist TTL
- Unit 10 Monitoring and Evaluation: Thomas Ndonyo, Principal Standards Officer

5.1.2. Training of Trainers (TOT 2) workshops: Education Leadership and Management for Head teachers in Community School (held in Provincial Resource Centers)

90 District officials (DRCC, A/DRCC, ZICS and ESO ODL) were trained on the training guidelines on 16 and 17 September 2013. The role of the district trainers was then to train Head Teachers at the district level.

5.1.3. Training of Head Teachers on Education Leadership and Management.

With TTL support, MESVTEE has trained **1,464 Head teachers** and has equipped them with new skills in school leadership and management. The remaining 674 Head teachers will be trained by the end of the calendar year. For the vast majority of participants, it was their first opportunity to learn about education management and to be oriented on their role and tasks as Head Teachers.

5.1.4. Training of provincial officials in data collection procedures and instruments

PEO officials and TTL staff were trained in all provinces in data collection and the use of TTL monitoring tools, including the use of tablets: TTL M&E system and data flow, PMP indicators

and data collection, mobile data collection system (Survey to Go software), DQA guidelines and procedures, use of enrolment forms and school registers for community schools.

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

During this quarter, all efforts were concentrated on 1) tracking and verifying grade 10 students to allow payment of their scholarship before the new term start, 2) verifying payments made by FAWEZA to basic schools (grade 9) students, and 3) verify and clean TTL scholarship beneficiaries database against data collected on the field and financial documents provided by FAWEZA.

6.1. Deliver Scholarship to OVCs

During this reporting period (July – September 2013), 2,166 scholarships were paid to 1,076 female and 1,090 male grade 10 students.

In FY 2013, a total of 9,797 scholarships have been delivered to orphans and vulnerable children in 594 basic and secondary schools. Of 9,797, beneficiaries 5,265 are females and 4,532 male. The target for FY13 was 8,000 pupils. TTL exceeded this target by a total of 1,797 beneficiaries. This represents a 122% of the FY2013 target reached. The target was exceeded because more students than expected passed successfully their grade 9 test and remained in the scholarship program in its second year. It was also possible because fewer students than expected were in boarding schools, thus the unused boarding fees could be used for the additional beneficiaries.

Verification Exercise.

In the period under review, verification for both grade 10 and 9 pupils was undertaken. The main objective of the grade 10 verification exercise was to confirm the actual number of pupils who had qualified to grade 10 and how many were in school. G10 verification exercise was conducted in Copperbelt, Central, Lusaka, Eastern, Southern and Northwestern provinces. TTL also took this opportunity to orient the beneficiaries on the scholarship award package and inform them about the origin of the support. All the pupils who passed their national exams and were in the previous years supported by Time to learn project, signed verification forms. Grade 10 scholarships were paid to the schools after USAID approved the distribution schedules.

A month after completing the grade 10 verification exercise, the grade 9 verification exercise was undertaken. The objective of the grade 9 verification exercise was to confirm if the pupils as per FAWEZA data base were actually in the schools, if the students had actually received the scholarship and confirm that schools had scholarship guidelines, study groups and if at all there are any guidance and counselling activities going on in these schools.

The verification revealed that most pupils had received their scholarship. There were only few instances of about 39 schools which presented with some inconsistencies in their records. TTL has put in place a follow up plan for the 15 schools with critical issues. FAWEZA has also conducted its own independent exercise and has identified critical issues in 26 schools from which they have requested to be reimbursed for misappropriated funds (FAWEZA report in Annex)

During the verification exercise, TTL branded all the scholarship guidelines and verification forms for visibility. The scholarship guidelines were also reviewed and the head teachers and guidance counselling teachers were oriented on how to use them.

6.2. Training of Mentors in basic facts on HIV/AIDS and guidance and counseling support

6.2.1. Teacher Mentor and Safe Club Overseers Training

The objective of training the mentors and safe club overseers is to enhance teacher mentors with skills and knowledge in the following key interventions:

- Mentoring services (psychosocial care and support, including counseling)
- Adolescent sexual and reproductive health
- Basic facts of HIV and AIDS Education
- Child protection
- Bursary and financial management
- Remedial support to reading and studying
- Life skills Education
- Monitoring academic progress of target group

In the period under review both CAMFED and FAWEZA trained 574 Orphans and Vulnerable Children (OVC) mentors. FAWEZA trained 379 Students Alliance for Female Education Club (SAFE) overseers. FAWEZA trained 370 female and 9 male safe Alliance for female education overseers. CAMFED trained 195 Teacher Mentors (173 female / 22 male).

FAWEZA provided each SAFE club overseer with a training manual. The safe overseers are expected to use the manuals to train peer educators in basic facts on HIV and AIDS, life skills based education and adolescent and reproductive health.

CAMFED has provided the teacher mentors with Adolescent and sexual reproductive health manuals and the journey of life book to be used when training peer educators in schools. CAMFED trained the teacher mentors in August, 2013.

6.2.2. Management of study groups and remedial training.

379 Study Groups were created to help scholarship beneficiaries improve their academic performances. 1,166 textbooks were distributed to 84 schools to help students with their studies. The study groups are coached by a study coordinator appointed by school management, who supervises and links the pupils with subject teachers who assist them through difficult topics. Scholarship beneficiaries are tutored in six core subjects namely, mathematics, Environmental and physical science, English, geography, history and civics. TTL supports the study groups with texts books in the core subjects to aid the teaching and learning process. The teachers coaching beneficiaries in the study group are provided with an incentive. The study groups have also been structured in a manner that encourages peer to peer learning within the group. Teachers identify and pair stronger candidates with weaker students, to allow for more peer to peer coaching opportunities. Tutoring also focuses on individual learners needs.

However, in the period under review, activities in the study groups have been very slow. Some teachers have not been committed to support the remedial activities because study group allowances had not been paid for term 3 (due to the suspension of payment to FAWEZA by TTL).

7. Coordinate stakeholder engagement around support to CS and OVCs.

7.1. Develop the Capacity of local community groups and enlist local business, NGOs and Governmental support in advocating for and implementing free or inexpensive education interventions for OVC

7.1.1. Dissemination of the Findings of the Evaluation Report on the implementation of Operational Guidelines for Community Schools (OGCS) on 23 July 2013. Following the evaluation of the implementation of the OGCS in the previous quarter, the findings of the evaluation were shared in a meeting with community schools stakeholders, including Ministry of Education at central, provincial, district and school levels, civil society organizations, cooperating partners and community schools. There was representation from Directorates of Planning and Information; Human Resource and Administration and Open and Distance Education. Zambia Open Community Schools, (ZOCS), Unicef, VVOB, Embassy of Ireland were also represented at the meeting. In total 18 participants attended the meeting (12 males and 6 females).

In addition to sharing the findings of the evaluation, additional feedback was collected from participants on the 2007 guidelines to form the basis for the review which was to take place in August 2013. Participants also set a road map for the review process.

7.1.2 Review of the Operational Guidelines for Community Schools (from 5th to 9th August 2013, in Kabwe at the Provincial Resource Centre. - Central Province) A workshop was held to review the 2007 guidelines which have been in use from 2008. These guidelines were due for review so as to align them to new expectations in the education sector. With the new focus of the government on increasing literacy levels at early grades, the review was necessary to factor in the new focus in the guidelines. Participants included Ministry of Education at central, provincial, district levels, civil society organizations and cooperating partners (Zambia Open Community Schools, (ZOCS), ZANEC, FAWEZA, VVOB and Community Schools). The 2007 guidelines on Community Schools were reviewed and a draft document (OGCS 2013) and has circulated to stakeholders for additional input.

7.1.3. Training of Parents Community Schools Committees

A series of workshops to train stakeholders on roles and responsibilities in Community School Management and Monitoring and School Improvement Planning. It was conducted following a cascade approach: national – provincial – District (level at which the training of PCSCs took place).

Training of Trainers (Central Level, 2nd and 3rd September 2013, in Lusaka.). A Training of Trainers workshop was organized and participants were drawn from Ministry of Education and civil society organizations. This team constituted the first group of trainers who were to train other officers from the Ministry of Education at provincial level. The purpose of the workshop was to equip participants with necessary knowledge, skills and tools to enable them train others

on roles and responsibilities in Community Schools management and monitoring, in planning school improvement, as well as for collecting additional feedback on the draft revised operational guidelines from end users. Different training techniques were practiced during the training (group work, role play, drama, case studies, question and answer, presentations) which were to be used during following training activities.

Training of Trainers (Provincial Level: held concurrently in the six provinces on 5th and 6th September 2013).

The Provincial Training of Trainers involved 91 officials (41F/50M) from the Ministry of Education (District and Assistant District Resource Centre Coordinators) and civil society organizations with the same objectives as the national one (ToT on roles and responsibilities in CS management and monitoring and in planning school improvement). This activity was an additional opportunity to collect feedback from participants on the draft guidelines. Participants worked in groups to plan training modules and to prepare training activities. Participatory methodologies such as Group work, role play, drama, were used to introduce the different topics.

Training of Parents Community Schools Committees (including Community School Head teachers) on their roles and responsibilities (District Level). The Training at this level targeted the PCSCs. A total of 1,554 PCSCs and 2,970 participants were trained between 15th and 30th September 2013. The dates were chosen by DEBS for each district.

The purpose of the activity was to train the PCSCs and Head teachers on their role in managing and monitoring Community Schools, with a view to improve the operations of schools to improve students performance. This activity was conducted in local languages.

7.2. Community School Sub-Group (Project Coordination Committee)

TTL is the chair of the Community School Sub-Group (one of the working groups under the MESVTEE Projects Coordination Committee) and has organized two meetings of the group during this quarter. During the meetings, participants exchanged experiences and updated each other on their current activities and plans. The main discussions during the quarter included:

- Coordination of training activities: several organizations had planned similar training activities targeting same schools. The sub-group meetings provided opportunities to share plans and objectives and to re-plan activities in order to avoid duplication and overlap.
- Agreeing on review and finalization process for the Operational Guidelines for the Operational Guidelines. A final workshop will be organized for stakeholders to finalize the document before it is processed through MESVTEE formal approval process.

7.3 MESVTEE Community School Committee

Under the leadership of the Directorate of Planning and Information the Community School Steering Committee met in September: the 5 MESVTEE directorates were present. In this meeting, ZOCS and ZANEC were invited to represent civil society. The following topics were discussed:

- Development of a National Policy for Community Schools.
- Development of the Operational Guidelines for Community Schools (OGCS)

- The organization of a Community School Forum / Symposium with all stakeholders to finalize the OGCS and to sketch a road map for the development of the national policy. It was decided that the symposium would take place in mid-December 2013.

Coordination with VVOB

Monthly meetings take place with VVOB; VVOB works in Copperbelt and Central provinces targeting same Community Schools as TTL. It is therefore important to plan activities jointly and to discuss and agree on messages conveyed. For example, VVOB decided to review its Head Teacher training to reinforce and build on TTL orientation of Head Teachers to the Education Leadership and Management.

8. Monitoring & Evaluation

8.1. Monitoring and Verification of Scholarship Beneficiaries:

During this quarter, efforts concentrating on monitoring the delivery of scholarships by TTL sub-contractors. The objectives were to complete three tasks:

Task 1: Verify the validity of Grade 10 list of beneficiaries provided by FAWEZA in order to be able to transfer funds to secondary schools before the beginning of the terms.

Task 2: Transfer funds to schools after verification

Task 3: Verify the validity of data provided by FAWEZA on payment of scholarships to Grade 8-9 and grade 12 students in 2012 and 2013

169 secondary schools were visited before Grade 10 scholarship were paid to these schools. Overall, EDC has verified 73% of payment made by FAWEZA through field verification: TTL verified data for 284 schools and 35 were still to be controlled during next quarter.

A report on these activities can be found in the annex.

8.2. Development of TTL Scholarship database

TTL also has developed a scholarship indexing system that merges the two FAWEZA datasets and catalogues the paperwork they have collected.

This scholarship index system was updated with the verification exercise data, and the data from the TTL Grade 10 distribution. TTL also completed a physical review of FAWEZA's paperwork by stationing a TTL officer in FAWEZA's office to verify all paper files they have on record. This data is also being added to our index.

9. Technology development / innovation

Phone update

During this quarter TTL altered our strategy to produce in service instructional video via the Community School phones. Previous we were expecting to produce stand-alone videos designed exclusively for Community Schools. However, as the MOESTVEE's wider strategy for literacy

instruction begins to crystalize we recognized the potential overlap with their initiative to promote standardized literacy skills and scripted lessons. Instead of creating a parallel and potentially competing product for Community Schools, we realized that we could create a more coherent program with more useful outputs if we aligned our video content with MOESTVEE's program for Governments schools. Our videos will still be designed for use in Community schools to drive the in service training program. However we will not write isolated content to do so.

A second change to our strategy has been to transfer production responsibility to our in-coming Peace Corps Volunteer Daniel Hanks. We have learned that Mr. Hanks has video production experience, as well as an insider's knowledge of Zambian classrooms. Not only will his volunteer time save the project some funds, but he will have a teacher's eye and will naturally gravitate the film the types of teacher/student interaction we need to highlight. A professional videographer is often oblivious to the most critical teacher moments in a classroom, so we expect a product of higher quality and better thematic focus from Mr. Hank.

Vernacular Update

As a small side activity, TTL will be conducting a research study on the utility of tablets to teacher literacy in primary schools. To this end we began the process of designing our touch-screen instructional activities. These reading activities will constitute a suite of literacy software we are calling 'Vernacular.'

We have six fundamental activity types planned for Vernacular. They are designed to build sequentially and provide an ascending practice arc for learners.

1. Sound Match
2. Letter Match
3. Syllable Sequence
4. Word Assembly
5. Sentence Construction
6. Interactive Reader

Along with the game designs we also produced some simple graphic mock-ups to approximate what the final games will look like. A sample of mockups has been attached in the Appendix.

Vernacular will be written in the Android operating system so as to be useful on the cheapest and most widely available selection of tablets possible. We procured the programming services of Michael Anthony Associates in the United States to create a code shell for Vernacular. The production concept makes a distinction between the various skills needed to produce quality interactive software; some skills are rare within the Zambian marketplace, while others are not. The programming itself is only possible by professional coders, which are rare in Zambia. But the customization of the game to Zambian languages and topics can be done entirely within Zambia if the groundwork is laid properly. To this end we are providing clear guidance to Michael Anthony Associates to structure their product to easily accept locally produced artwork and sound files.

Once coding is completed, our TTL literacy specialists can select the most appropriate sounds, words and sentences for each Zambian language. Then can also work with local artists to create appropriate graphics and sound recordings, and drop those into place in the code. This will allow us to create multiple versions of the suite in country, one for each major Zambian language, without spending large sums to reproduce each activity in North America. This is why we have named the product ‘Vernacular.’

We expect Michael Anthony Associates to complete their coding early in the second quarter of FY14. We will begin producing local content at that time to flesh the structures into real activities. We hope to begin our efficacy study in the second term of 2014.

B. Administrative

Recruitment of Monitoring Specialist: Mr. Alexander Nkosi was selected to become TTL Monitoring Specialist. He will start to work with TTL in the first week of November 2013. Mr. Nkosi will be responsible for coordinating the whole TTL monitoring and evaluation team, and for maintaining TTL database and coordinating monitoring activities.

TTL saw the completion of the African Leadership Institute interninternship. Ms Moono, who is currently studying at Lehigh University, split her internship between literacy development and coordinating the PPP box and working with the OVC Specialist. Given her interest in psychology and health, she spent her time working alongside and learning about how TTL partners organize guidance and counseling for OVCs.

In September Daniel Hanks began work. A third year Peace Corps volunteer, Daniel comes from Mwinilungu in Northwestern Province. It was agreed that he would begin his work learning about teacher training and later participate in provincial monitoring of training activities.

IV. CHALLENGES AND PLANNED RESPONSE

A. TECHNICAL

Challenge: Quality of Teacher Training varies from school to school, depending of Head Teacher background and personal qualities. The quality of the training at the school level is sometime poor.

Planned response: TTL will review its Community School CPD strategy with TESS to discuss alternatives to the current model and/or ways to improve the model. The incentive program will be developed to start in 2014 school year: it will reward qualitative results at training and school instruction levels.

Challenge: Data collection for the teacher training activity remains a challenge.

Planned response: Proper recording and reporting of training activities will be incentivized through a certification program.

V. PLANS FOR THE FOLLOWING QUARTER

Teacher Development

- With MESVTEE/TESS, TTL will finalize its Community School Teachers CPD strategy.
- TTL will go ahead with a MESVTEE TTL co-sponsored a Writer's Workshop. The workshop will develop materials for Grades 1 to 3 for all seven language groups. This workshop will take National Literacy Framework, the draft Performance Level Descriptors and the Zambian National Syllabus as foundation documents to create materials that mirror the Primary Literacy Program.
- TTL will develop, with the MESVTEE (CDC and TESS,) a 2014 training orientation for six provinces. The orientation will touch off a new year of regular training sessions based on a training strategy to be developed with TESS.
- Video development will begin for Stepping Stones mobile lessons. These lessons will be born out of MESVTEE scripted lessons and the emphasis on phonological awareness as foundation of literacy development.

Education Leadership and Management

- Training of Head Teachers in Education Leadership & Management in Southern province
- Monitoring the implementation of new skills acquired by community school Head teachers and formulation of school improvement plans.

Community Mobilization

- Monitoring:
 - The implementation of supporting reading at community and household levels.
 - The implementation of School Improvement Plans in community schools.
- Organizing community meetings on supporting reading.
- Organizing School Open Days in community schools.
- Organizing National Forum on Community Schools.
- Orientation of Parliamentary Committee on Education on the work of TTL and the need for them to support reading in their constituencies.
- Continue the training of PCSCs on supporting reading.
- Finalizing the PCSC and Community Training Manuals for supporting reading.
- Translation, printing and distribution of the OGCS.
- Simplification of the OGCS into a brochure on roles and responsibilities of stakeholders.
- Developing Radio Series for community orientation on the use of OGCS.

Evaluation & Research Agenda

- Year 2 Performance Evaluation data collection is scheduled to conclude in October, with the bulk of analysis occurring in late-October to early November. The draft report will be submitted to EDC at the end of November.
- The team will submit a final evaluation report on December 20, 2013, which takes into account both written feedback on the draft report and input provided during the feedback session.
- The *Research Capacity Building Plan* will be finalized and submitted to USAID and other stakeholders for review and feedback.
- TTL will prepare SCOPE baseline data and anonymize baseline qualitative survey data for transfer to USAID.

Scholarship Program

The next quarter focus will be on scaling up and strengthen the activities. Provision of technical support to the teacher mentors and safe club overseers will commence. Training needs assessments will be conducted to ensure capacity building is tailored appropriately.

- Preparing 200 school for World AIDS Day which will be celebrated in primary and secondary schools on 1st December of each year: students will be responsible for the planning and organization of the day with referral teacher guidance: they will plan the activities, allocate responsibilities, mobilize resources, and prepare the awareness activities to be presented on World AIDS Day (such as short plays, songs, posters, messages to be conveyed, debates, quiz, etc.). Through this 3- month process, children and youth will develop life skills that are necessary to avoid engaging in risky behavior, such as critical thinking, self-awareness, self-confidence, communication skills, making decisions and taking responsibility. This process will enhance student's knowledge on basic facts of HIV and AIDS.
- Tracking G9 recipient's .G9 will this November 2013 be writing their national examinations. This usually involves a change of schools. Many pupils are in basic schools from G8-9 but upon passing the grade 9 examinations they will be selected in secondary schools. This is a critical time to track the beneficiaries to avoid delays in processing the scholarships in g10.
- Strengthen the study groups and revamp activities in the safe clubs and help desk fora
- Follow up on the 2013 grade 10 scholarship beneficiaries to collect supporting documentation, receipts, signed goods received notes and stipend record cards, verification forms signed by guardians
- Monitoring beneficiaries attendance, retention, and performance
- Providing technical support to the mentors safe club overseers
- Capacity building of Partner organizations in use of Evidence based interventions
- Identify NGOs and Community based service providers to train Peer educators on basic facts of HIV and AIDS
- Collaborate with the MESVTEE to ensure printing and distribution of guidance and counseling manual

Stakeholders Engagement Coordination

- Organization of the National Community School Symposium to finalize Operational Guidelines and set a road map for CS Policy development.

Information and Communication Technologies / Innovations

- Shipment, loading, of eEGRA machines to DEBS / DRCs (distribution in January 2014)
- Procurement of mobile phones
- Development of Videos for training activities and mobile phones
- Development of Stepping Stones Content for Mobile Phones.

V. ANNEXES

- TTL Workplan 2014
 - Success Stories
 - Travel and Training reports
 - TTL Scholarship verification report
-