

**Education Development Center  
Time to Learn Project  
QUARTERLY REPORT  
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FY 2015 Quarter 2  
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Prepared by  
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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**

During the 2nd quarter of FY 2015:

TTL focused on cleaning and analyzing midline impact evaluation data, drafting the midline impact evaluation report, and preparing research designs and study protocols for the third and fourth case studies in the *TTL Case Study Series*.

TTL also conducted a series of dissemination events for the first two TTL Case Studies at Central and decentralized levels of the MESVTEE, as well as with TTL education partners.

957 (747 M / 210 F) ZICs, community school head teachers and teachers were trained in literacy instruction with mobile phones and instructional videos as a medium for the training. Head teachers were also trained to facilitate school based teacher training with mobile phones ( the Stepping Stone program) and videos of model teaching practices. School based teacher training activities on the Early Grade Stepping Stone Reading Program have started and were completed in several schools.

55 (35M / 20F) MESVTEE administrators and trainers were trained in eEGRA Instruct in Central and Southern provinces. These included Provincial and District Education Standards Officers and Resource Center Coordinators. The eEGRA Instruct instrument will allow these officials to provide better qualitative support to early grade teachers in the area of literacy. In turn, these officials have started to train Zonal In-Service Coordinators in the use of this formative assessment tool during their monitoring visits.

TTL continued to monitor the scholarship program and to collect students' receipts for scholarship payments. TTL paid scholarships for 3,768 (1,628 M /2,140 F) orphans and vulnerable children including 1,573 (490 M/1,083 F) grade 11 students and for 2,195 (1,138 M/1,057 F) grade 12 students.

342 secondary schools were monitored to verify 2014 scholarship payments, students' enrolment and attendance.

USAID/Zambia Mission Director, Dr. Brems, visited a TTL-supported community school in Muchinga Province.

## **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 improving reading performance and responding to the economic, social and psychological complexities faced by OVCs. This includes providing scholarships to assist OVCs to access secondary education.

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 is being 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 OVCs 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 DURING THE REPORTING PERIOD

### Achievements

The following were achieved during the reporting period:

- 957 (747 M / 210 F) ZICs, head teachers and teachers trained in the phone literacy program (literacy contents and training of trainer);
- 61 laptops equipped with e-EGRA and TTL Training material distributed to MESVTEE administrators;
- 55 (35 M/ 20F) administrators and 56 ZICS trained in the utilization of e-EGRA, the TTL reading performance monitoring instrument;
- 187 (76 M/ 101 F) Secondary School Administrators and teachers trained in scholarship program administration and documentation, and supervision of SAFE Clubs.
- 737 (289 M / 448 F) peer educators trained in essential life skills, HIV/AIDS and peer counseling;
- USAID/Zambia Mission Director visited Munwakubili community school during her visit of Chinsali/Muchinga Province.
- Mid-Term Evaluation data analyzed. Draft report written.

### Results Table

Standard & Custom Indicators	LOP Target	LOP Results	Y4 2015 Target	Y4 2015 Prior Results	Y4 2015 Quarter 2	Y4 2015 Cumulative
Number of administrators and officials successfully trained with USG support	5,098 3,292 M 1,806 F	3,797 3,301M 1,396 F	800 (520M, 280F)	<b>353</b> 196M 157 F	<b>768</b> (606 M / 162 F)	<b>1,121</b> (802 M / 319F)
Percentage of zonal, district, provincial and other MESTVEE entities monitoring community schools systematically	80%	10%	70%	-	12%	12%

Percentage of TTL community schools receiving increased support from the MESVTEE	20% of all com. schools (602. schools)	-	15%	0	<p>30% of schools received grants (baseline 43%)</p> <p>69% received teaching/ learning material (baseline 16%)</p> <p>60% received school supplies (baseline 13%)</p> <p>63% received Teacher Training from MESVTEE (baseline 39%)</p> <p>77% were monitored at least once (baseline 18%)</p> <p>12% had Trained Teachers deployed by MESVTEE (baseline 0.5%)</p> <p>5% had new infrastructure built by GRZ (baseline 10%)</p>	
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	-	-	-	<p><i>TTL is still aggregating mid-term evaluation data to know what proportion of students can read at grade level. However, this result is expected to be very low</i></p>	
The number of learners in TTL supported community schools with reading skill gains	500,000 250,000 M 250,000 F	-	n/a	-	<p><i>EDC home office received guidance from USAID's Education Working Group that the methodology and counting for "learning gain" indicators would be done by Optimal Solutions as part of streamlined Goal 1 reporting and that USAID implementing partners should be not be reporting to Missions on these type of indicators.</i></p>	
Number of teachers/ educators/ teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support	<b>11,266</b> 6,686 M 4,580 F	<b>7,955</b> <b>(4,546M / 3,409 F )</b>	<b>1,850</b> 1,160 M 790 F	<b>254</b> 65 M 189 F	<b>451</b> 313 M 138 F	<b>699</b> 378 M 327 F

Number of textbooks and other teaching and learning materials (TLM) provided with USG assistance	400,000	402,657	62,000	226	1,007 (957 phones, 50 laptops)	1,3233
Number of Parent-Teacher Associations or Similar "School" governance structures supported with USG assistance	6,100	4,322	850	0	196	196
Number of learners enrolled in primary schools and/or equivalent non-school based settings with USG support	<b>500,000</b> 250,000 M 250,000 F	<b>462,625</b> 227,726 M 243,899 F	<b>500,000</b> 250,000 F 250,000 M		Grade 1-7 441,037 (218,712 M / 222,325F)	Grade 1-7 441,037 (218,712 M / 222,325F)
PEPFAR: # of beneficiaries served by PEPFAR OVC programs for children and families affected by HIV/AIDS	<b>48,000</b> 40% M 60% F	<b>37,919</b> (16,475 M / 21,444 F)	<b>8,000</b> 3,200 M 4,800 F	<b>0</b>	3,768 (1,628 M / 2,140 F)	3,768 (1,628 M / 2,140 F)

**Notes on the results table:**

- 1) **Number of administrators and officials successfully trained with USG support:** Results exceeded expectation because of very good attendance on both Phone Based Literacy Instruction with Phones Training and eEGRA Instruct trainings of administrators/school Head Teachers. Project was planning for 80% attendance and actually trained 95% of targeted Head Teachers. In addition, new community schools were created in the targeted areas and TTL had to train more Head Teachers than anticipated.
- 2) **Percentage of zonal, district, provincial and other MESTVEE entities monitoring community schools systematically.** TTL considers that ZICs must have monitored at least 2 schools in the school year to be considered as “monitoring systematically”. All ZICs in target provinces have engaged in community school monitoring, however a) majority have not reported yet, and b) several reports show only one school monitored at the reporting time. TTL expects the results to be on target by the end of next quarter.
- 3) **Percentage of TTL community schools receiving increased support from the MESVTEE.** Although data collected through the mid-line assessment show a substantial increase of different forms of support, the calculation of the percentage of schools benefitting from increased support requires further analysis that is under way. However, the decrease in the number of grants

allocated to community schools is generally attributed to the facts that DEBS budget for school grants was not provided to schools. It is a general problem which has affected not only community schools but GRZ schools as well.

- 4) **Number of teachers/ educators/ teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support.** Head teachers and ZICs are currently conducting school based teacher training activities. To qualify as “trained”, each teacher must provide evidence that she/he has covered all the topics of the Literacy Instruction with Phone Training. This training is under way in TTL supported community schools and we expect results (completion of training course) to reach 75% by the end of next quarter.
- 5) **Number of Parent-Teacher Associations or Similar "School" governance structures supported with USG assistance:.** PCSC were supported as ZICs facilitated mini-workshop with them to develop school improvement plans. Majority of PCSC School Improvement Plans and ZICs reports have yet to reach TTL and therefore actual results are not yet known and cannot be reported. We expect the figures to reach 80% by the end of next quarter.

### III. SUMMARY OF PROJECT ACTIVITIES

#### A. TECHNICAL

<b>TASK 6.1 INSTITUTIONALIZE AND ACCELERATE MESVTEE ASSISTANCE TO COMMUNITY SCHOOLS WITH AN EMPHASIS ON IMPROVED READING OUTCOMES (40%)</b>
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<b>TASK 6.1A: IMPROVE READING INSTRUCTION IN COMMUNITY SCHOOLS</b>
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#### Introduction

The Time to Learn (TTL) Project goal is to assist the Ministry of Education, Science, Vocational Training and Early Education (MESVTEE) 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 project has given support to community schools by providing educational resources, improving teacher skills and school management, improving learner performance in reading, and enhancing learner support in reading through community participation. In this quarter, TTL expanded its new approach for strengthening literacy instruction in schools by integrating the Stepping Stone platform in the use of mobile technology to Eastern, Central, Lusaka, Muchinga and Southern Provinces. This quarter also saw an increase in the provision of teaching and learning materials provided to community schools and District Resource Centers.

#### Activities conducted during the quarter

##### **1. January-March Literacy Trainings (Early Grade Reading, Stepping Stone):**

Continuing on with a robust training schedule during this quarter, TTL continued to use its innovative approach to training teachers in community schools throughout Zambia using the Stepping Stone platform loaded on the Nokia Model 111 mobile phones. This quarter saw trainings in Central, Southern, Lusaka, Muchinga and Eastern Provinces.

Trainings were generally well attended by the target groups, namely Head Teachers, Zonal In-Service Coordinators, and District Resource Center Coordinators. The table below outlines the training schedule for this quarter which began on January 15<sup>th</sup> in Term 1 of the 2015 academic school year and ended on March 27<sup>th</sup> towards the end of Term 1. The trainings this quarter were planned this way so as to allow head



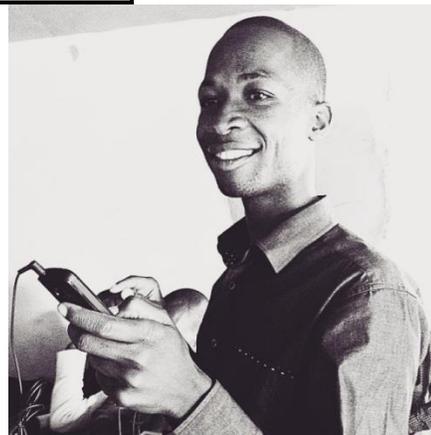
Head Teacher getting ready for planning his training activities on use of the phone for his teachers

teachers, ZICs and DRCCs at least 2 terms (6 months) during the same academic year to train others at the school, zonal and district levels and to be able to implement new learning approaches in the classroom to improve literacy instruction overall.

**Table 1**

TRAINING DATES	PROVINCE	DISTRICT
January 15-January 30	Central	Serenje Mkushi Kapiri-Mposhi Chibombo Mumbwa
February 2-February 12	Southern	Livingstone Choma Siavonga Mazabuka Gwembe Monze
February 14-February 21	Lusaka	Chongwe Rufunsa Luangwa Chirundu Kafue Chilanga Shibuyunji
March 2-March 3	Muchinga	Chinsali Isoka Mafinga Nakonde
March 16-March 27	Eastern	Chipata Petauke Katete Nyimba
<b>Total</b>	<b>5</b>	<b>26</b>

As the table above indicates, the project covered 5 provinces and conducted trainings in 26 districts all together. In sum, TTL trained approximately half of all the school districts with project interventions in this quarter alone.



Phone trainings included two days of intensive activities, ranging from an orientation on how to use the Nokia 111 mobile phone to a series of activities on how to create and integrate teaching and learning materials into the classroom in order to strengthen literacy instruction in the classroom. Each scheduled training lasted 2 days or 16 hours. On Day 1, the training covered basic use of the phone as well as how to access content using the Stepping Stone program. On Day 2, participants continued to master the phones by accessing, using and practicing with the device and the content by developing teaching and learning materials and looking and learning from videos that focused on in-depth literacy instruction.

The trainings were well attended and supported by the Ministry of Education, as evidenced by the number of participants that attended, which included the ZICs, DRCCs and, in some instances, the DEBS and/or their designees.



DEBS Kapiri-Mposhi providing words of encouragement to participants at the District Resource Center during the training



ZIC - Southern Province demonstrates how to use a syllable slider, which is one of the "how to" videos loaded on the Nokia 111 mobile phone using Stepping Stone

For more detailed information and for a breakdown of the participants, please refer to Table 2 below.

**Table 2: Participant Summary, Stepping Stone Training**

Province	District Resource Center Staff trained		Teachers trained (ZICs and other)		Head Teachers trained	
	Male	Female	Male	Female	Male	Female
Central	2	3	73	18	171	30
Southern	3	3	39	26	97	24
Lusaka	2	3	24	16	71	39
Muchinga	3	2	37	7	46	3
Eastern	5	2	35	15	139	19
<b>TOTAL(s)</b>	<b>15</b>	<b>13</b>	<b>208</b>	<b>82</b>	<b>524</b>	<b>115</b>
<b>GRAND TOTAL</b>	28		290		639	

**2. Vernacular Study:** In the previous quarter, TTL reported on a feasibility study that targeted four schools in the Lusaka Province where the language of instruction is CiNyanja. Samsung Galaxy Tablets were loaded with the Stepping Stone application and 3 literacy activities. From that study, TTL began to design a pilot study using the lessons learned from the feasibility study. In particular, considerations of the security of tablets, and tablet pupil ratio and teacher implementation of the lessons were part of the initial design of the tablet study which is scheduled to begin in the next quarter.

**3. Teaching and Learning Material Distribution:** As part of the Early Grade Reading Stepping Stones trainings that were conducted in Copperbelt, Central, Southern, Lusaka, Muchinga and Eastern, each of the participants listed above in Table 2 received one Nokia 111 cell phone as well as the corresponding accessories. Further, each phone included a micro SD card which included the video content and letter sounds records, as well as an installed sim card. The SIM card was included so teachers can connect with each other more easily to discuss literacy questions, and so TTL can send wireless updates to each phone.

**4. Additional activities:**

- **Education For All (EFA) Meeting.**

TTL was privileged to attend an Education For All (EFA) meeting on 5<sup>th</sup> February, 2015 at Mika Hotel in Chongwe. This was a national mini-consultation meeting in preparation for the Sub-Sahara African Regional Conference (Kigali, Rwanda, 9-11 February, 2015). This Meeting was organized by the Directorate of Planning of MESVTEE. The main purpose of the meeting was to:

1. Share the key issues in a position paper on accelerating progress towards EFA, and to hear the national education priorities towards the big push initiative;
2. Enable countries to discuss the post-2015 proposed education agendas, and to reflect upon these in the perspective of national challenges, priorities in education, as well as on implementation requirements at national level; and
3. Allow a wide array of national stakeholder views to be heard, beyond the participants in the regional conference.

- **Visit of USAID/Zambia Mission Director– Muchinga Province**

USAID Zambia Mission Director Dr. Susan Brems was in Chinsali District on 31<sup>st</sup> March 2015 to visit education and health programs receiving financial and technical support under USAID Zambia. Each of the three USAID-funded projects (STEP Up Zambia, Read to Succeed and Time to Learn) identified sites for her to visit. TTL identified Munwakubili Community School, which is 29 km from Muchinga PEO office.



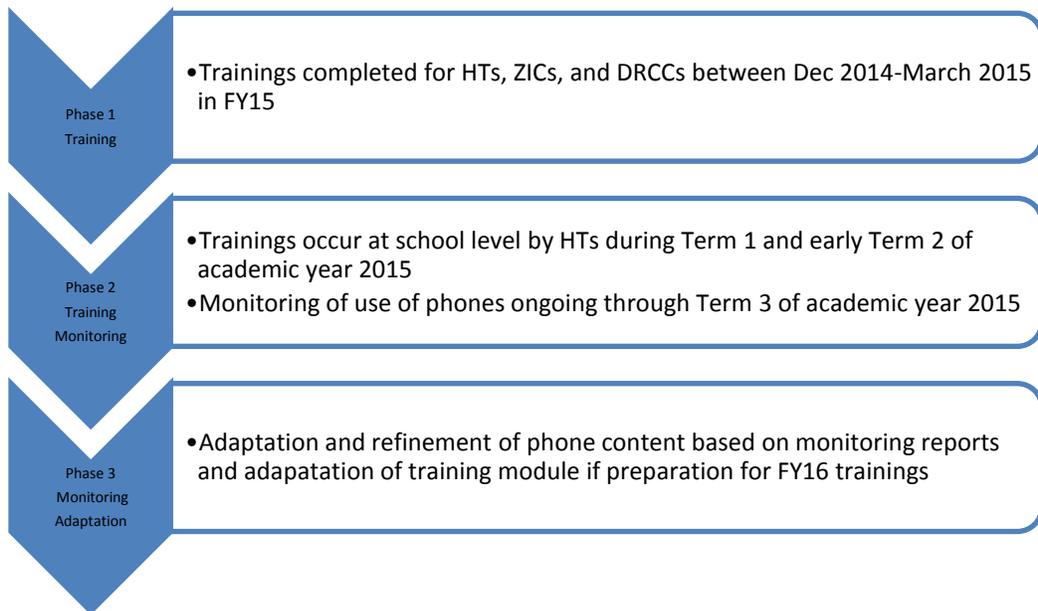
USAID/Zambia Mission Director Dr. Brems with students from Munwakubili Community Schools

In his welcoming remarks to the Mission Director, the PCSC chairperson at Munwakubili community school, Mr. Charles Kampamba, thanked USAID/TTL for the support in helping to improve learner performance from the time the school reopened in 2012. He said learner performance could not have been where it is now if it was not for the support TTL has been providing to the school. At the school, the Mission Director observed a literacy lesson for grade 2 learners. Dr. Brems was happy to see almost every learner participating during the lesson. After the lesson, the Mission Director spent some time interacting with PCSC members and taking group pictures with the learners.

### **Plans for next quarter**

TTL considers the phone trainings that have been conducted thus far, especially in this quarter, as Phase 1 of the Stepping Stone effort to improve literacy instruction in Zambia’s community schools. In many ways, a rejuvenated foundation has been set but this foundation requires additional support, monitoring, and refinement. Thus the next quarter will be considered Phase 2 of the Stepping Stone rollout. During this phase there are two primary activities that will occur. First are the trainings at the school level for teachers in the zones and districts that were trained during Phase 1. Second, is the monitoring of the use of the phones and the incorporation of new methodologies and techniques into teaching.

The following graphic depicts the successive phases of the Literacy Instruction Phone Training:



In addition, there are several other activities planned for next quarter. First, there will be additional progress made on the vernacular pilot study. This includes the complete design of the study, the selection of schools, training of key stakeholders, and preparation of tables and paper versions for the implementation, as well as collection of baseline data. Second, distribution of teaching and learning aids and materials to schools will continue. Third, TTL will work with TOTAL Zambia to ensure printing of stories that were completed during the story writing contest at a selected school occurs and that those stories are distributed. Lastly, TTL plans to finalize the teacher competency framework in collaboration with the MESTVEE.

### **Challenges**

Organizing, planning and conducting phone trainings proved quite challenging in some of the provinces, especially during the rainy season, as rains can make already poor roads impassable. In the end, TTL was unable to train all head teachers and or ZICs at each of the targeted districts. In some instances this was exacerbated by poor communication; participants in more remote areas were not always reachable and/or were notified late. This was compounded by rain and impassable roads such that participants could not get to the training sites which were typically centrally located. Beyond this challenge, the phone trainings were successful, as evidenced by the numbers trained, the excitement of the participants, and the written feedback TTL received from participants after each training.

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

### **Activities conducted during the quarter**

- 1. Finalizing the Development of Advocacy Tool Kit for PCSCs:** TTL held a workshop with 20 partners from 24<sup>th</sup> to 26<sup>th</sup> February 2015 in Lusaka to develop the Advocacy Tool Kit for PCSCs. Participants were drawn from Civil Society Organizations, International

NGOs and MESVTEE. The Tool Kit comprises of key topics aimed at equipping members of PCSCs with knowledge, skills, attitudes and values required for effective advocacy. One of PCSCs role is to translate policy implementation guidelines as defined in the OGCS into actual commitments and actions to benefit learners. For example, it is PCSCs' role to advocate for obtaining government grants and the deployment of trained teachers to community schools, as well as for obtaining land from traditional leaders for infrastructure development.

2. **Development of School Self-Assessment Instrument:** As part of the school improvement planning process, PCSCs need to assess the overall performance of the school and to identify the actions needed to improve this performance and the learning environment. The instrument developed is a guide for PCSC to assess where they are on the qualitative scale and to help them plan for school improvement. The document helps PCSC to measure children attendance, the availability of learning material, the presence of school library, the level of infrastructure (including classrooms, latrines, teachers housing), how PCSCs fulfill its role, how school and students performance is assessed and monitored, the involvement of parents, how school performance is assessed and monitored, and the support provided by MESVTEE to the school.

The instrument was distributed to all ZICs who will assist the community schools in elaborating their 2015 School Improvement Plans.

3. **Support to PCSC and design of School Improvement Plans:** During the reporting period, ZICs started to assist PCSCs in the design of their School Improvement Plans. ZICs planned a small workshop with PCSCs and facilitated the self-assessment process, the identification of the needs, and the planning process. TTL is in the process of collecting ZICs' reports and copies of their School Improvement Plans in order to later monitor implementation of the plans.

#### **4. Planned activities for next quarter**

1. Monitoring Implementation of the School Improvement Plan.
2. Organize School Open Days for cluster of schools.
3. Assessing Leadership and Management Performance in Community Schools
4. Orientation (through Community Radio Stations) of stakeholders on roles and responsibilities as defined in the OGCS)
5. Developing a platform for private sector to support community schools /OVC

<b>TASK 6.1.C: PROMOTE THE DEVELOPMENT AND QUALIFICATION OF TEACHERS SERVING IN COMMUNITY SCHOOLS USING PRE SERVICE AND IN-SERVICE TRAINING</b>
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#### **Activities conducted during the quarter**

All teacher training activities have been reported under section 6.1A *Improve Reading Instruction in Community Schools*.

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

**Activities conducted during the quarter**

As part of the Early Grade Reading Stepping Stone Trainings that were conducted in the 5 provinces, each of the participants listed in Table 2 received 1 Nokia 111 cell phone as well as the corresponding accessories. Further, each phone included a micro SD card which included the video content as well as an installed SIM card which will be used to a) identify a contact number for each community school and b) correspond with the school network via SMS in order to encourage the use of the phone, its content and to organize professional development activities at both the school and zonal levels. In total, TTL distributed 957 Nokia phones this quarter.

50 Laptops/Notebooks equipped with eEGRA Instruct were distributed to MESVTEE administrators.

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

Education Leadership and Management was enhanced through the training of MESVTEE administrators in eEGRA instruct, which will improve the quality of school monitoring as it brings attention of monitors on students reading performance in early grades and allows for provision of constructive feedback.

The second area was the Literacy Instruction Phone Training, where Head teachers were trained on administrating and facilitating school based teacher training activities. This will improve the capacity of Head teachers to lead its educational team and to oversee teachers and students progress in literacy instruction / acquisition.

Both activities were reported on in other sections of this report.

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

**Activities conducted during the quarter**

1. **Training of MESVTEE Provincial and District Officials in eEGRA Instruct:** In this quarter, TTL continued training in eEGRA Instruct. All DRCCs and at least one ESO per district in Central and Southern Provinces were trained in eEGRA Instruct. Participants included PRCC, some Assistant DRCC and Planning Officers. All invited participants or their representatives attended the training, which included hands-on activities where each participant assessed at least seven learners in local schools. After assessing learners, participants were able to generate reports and get immediate feedback on the performance of learners on letter sounds, nonsense word decoding, oral passage reading and comprehension. Participants were able to do comparisons in performance between

gender, between learners, and between teachers using the result analysis generated by the software on their laptops. Participants were also able to get instructional advice from eEGRA Instruct which provided remedial activities for improved learning and learner performance.

In Central Province, 26 (17M/9F) were trained in eEGRA Instruct. In Southern Province 29 (18M /11F) were trained. The PESO from Luapula Province, Mr Joel Kamoko, participated in the Central Province eEGRA training, and the PESO from Western Province, Mr. Brainley Malambo, was invited to the training in Choma Southern Province. Each PESO was given a laptop equipped with eEGRA for use in his province.

TTL continued to develop the Literacy Activity Book which will provide teachers with additional remedial activities to improve learner reading performance. The eEGRA Instruct instruments will guide administrators toward specific remedial exercises included in the Literacy Activity Book. The Literacy Activity Book will be finalized and distributed to all community schools in the six provinces in May 2015.

2. **Training of ZICs in eEGRA Instruct:** As part of the training activities, participants were planning the training of ZICs which was to be the next level of training. This activity was to be funded by PEOs and/or DEBS and the zonal schools which were to mobilize resources to do so. Participants were trained on how to load the software on other laptops in order to expand the use of the instrument as widely as possible within the different levels of the MESVTEE. The following table shows the provinces and districts that have conducted Training of ZICs in eEGRA Instruct.

Province	Districts
Central	Kabwe, Chitambo, Serenje, Chibombo, Kapiri Mposhi, and Mumbwa
Copperbelt	Chililabombwe and Chingola
Eastern	Petauke, Chadiza, Sinda, Chipata and Katete
Lusaka	Chirundu, Shibuyunji, Chongwe, Rufunsa and Kafue
Muchinga	Chinsali, Mpika, Nakonde and Mafinga
Southern	Namwala, Monze and Pemba

Other districts have not submitted reports, but are in the process of training the ZICs, especially during school holidays. The trainings organized by various DEBS are demonstrations of the strong partnership with MESVTEE and a proof of the interest that the MESVTEE has in this formative evaluation instrument.

Generally, the training of ZICs has been funded by the DEBS office and schools, except in Mumbwa, where the training was funded by World Vision. The DEBS had approached World Vision, which agreed to support the activity and paid for the venue, accommodation, food and transport. During a visit by the TTL Specialist to a ZIC

training in Mumbwa, ten laptops belonging to schools or ZICs were brought for installation of eEGRA Instruct. This shows the enthusiasm with which the program has been received.

### **3. Other activities conducted by the Education Leadership and Management Specialist:**

- Visited Shibuyunji District to monitor eEgra Instruct training of ZICs
- Held a meeting at MESVTEE on collection of data on community schools in preparation of future support to improve MESVTEE community schools statistics.
- Monitored eEgra instruct training of ZICs in Chirundu and Mumbwa.
- Conducted eEgra instruct Training for ZICs in Mumbwa district.

### **Planned activities for next quarter**

- Conduct EGRA Instruct training of ZICs in Luapula Province as part of TTL roll out program.
- Conduct visits to districts to monitor training of ZICs, and check on software operation.
- Monitor assessment of learners by ZICs using eEGRA Instruct.
- Print and distribute literacy activity books for use with eEGRA Instruct.
- Monitor use of school-based assessment and implementation of homework policy in community schools.
- Work with MESVTEE and Provincial Outreach Coordinators on data collection for community schools to harmonize with existing data at the Ministry.

<b>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%)</b>
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### **Activities conducted during the quarter**

1. **Verification of 2015 scholarship beneficiaries:** A total of 342 secondary schools were visited to conduct physical verification of the beneficiaries in order to confirm if they are actually in school, or if any have been transferred to different schools, dropped out or are on maternity leave. This entailed visiting each school with EDC-supported beneficiaries and conducting a physical count. The output of the verification exercise was the 2015 grade eleven and grade twelve payment schedules. Below is a table depicting the total number of 2015 TTL scholarship beneficiaries. Other objectives of the monitoring visits included:
  - To confirm with the schools if they received the scholarship fund in 2013;

- To confirm that the beneficiaries reported in the TTL database were enrolled in the schools for the 2013 and 2014 academic years;
- To verify if the pupils did receive their full scholarship entitlement;
- To verify if SAFE clubs are active;
- To verify if learning circles are active.

The monitoring took place in Eastern, Central, Southern and Copperbelt Provinces. These visits were undertaken in conjunction with the MESVTEE teams in each province.

Total Schools 2015									
No. of Schools		Grade 11				Grade 12			
No.	Province	No.Schools	M	F	Total Beneficiaries	No.Schools	M	F	Total Beneficiaries
1	Copperbelt	59	304	327	631	38	113	129	242
2	Southern	35	314	362	676	29	221	145	366
3	Lusaka	63	438	429	867	28	154	162	316
4	Central	45	296	271	567	31	157	132	289
5	Eastern	56	354	379	733	36	231	237	468
6	Muchinga	3	25	21	46	3	24	25	49
7	Northwestern	41	508	457	968	35	244	231	475
		<b>302</b>	<b>2239</b>	<b>2246</b>	<b>4488</b>	<b>200</b>	<b>1144</b>	<b>1061</b>	<b>2205</b>
							<b>6693</b>		

Note: several schools have beneficiaries in both grades, so # of school in Grade 11 section overlaps with # of schools in Grade 12 section. There are now more boys than girls in the cohort, as there were a higher proportion of male than female who passed the grade 10 exam.

- 2. Collection of 2014 Scholarship Payment Receipt:** The second activity conducted in the quarter was collecting outstanding retirements for the scholarship payments made in 2014. As per regulation, all funds disbursed to the schools are expected to be retired before the schools can access additional funding; hence the large-scale exercise to collect all receipts and supporting documentation for the 2014 scholarship funds.
- 3. Verification of Scholarship retirements:** TTL finance office has focused on verifying retirement of schools paid in 2014: TTL was verifying whether receipts submitted by the schools were equal to the advance provided to the school and to confirm if the students were paid their full scholarship entitlement.
- 4. Scholarship payments:** Scholarship payments were made for 1,573 (490 M/1,083 F) grade 11 students and for 2,195 (1,138 M/1,057 F) grade 12 students. 257 schools received funds to support costs related to the Health Clubs and Study Group activities.
- 5. Monitoring of SAFE Clubs / Help Desks:** In the period under review, 60 schools have been monitored by TTL, CAMFED and FAWEZA to 1) verify that students had received their entitlements in 2014, 2) verify if learners are meeting in the SAFE Clubs or help Desk, 3) ascertain if the teacher mentors are experiencing any challenges vis-a-vis

establishing or implementing SAFE Club activities, 4) determine if the teachers were trained or oriented on the management of the clubs, and 5) check whether the funds to support the training of activities were actually received by the schools.

Students had received their entitlement, but only 30% of the schools had active study groups and SAFE Clubs with regular meetings and good activity records. In the other schools, the study groups were not meeting regularly or did not have records of activities, or were not active at all. TTL will intensify school monitoring and support in the second term to ensure that all schools re-activate SAFE Clubs and Study Groups for OVC. Monitoring teams found that TTL beneficiaries' performance remains below average in grade 10, but it was observed that generally grade 11 and 12 students were doing better, with performance above pass marks.

### **Monitoring visits: lessons learned:**

- Beneficiaries are receiving their entitlement (school fees, stipend, uniform);
- Follow up visits after SAFE Overseers training are needed to ensure regularity and consistency and activity implementation at school level as many SAFE Clubs / Help Desk Fora are not very active;
- FAWEZA and CAMFED need to follow up more and monitor school based activities more regularly;
- There is need to orient the school heads, teacher mentors and SAFE Overseers on the management of the health clubs and learning circles as they were not yet trained in Eastern and Southern provinces (this will be done in May 2015 during the school break).
- DEBS offices must be involved in managing and overseeing the scholarship to ensure strengthened supervision and monitoring.

The following are the specific activities that will be undertaken to strengthen SAFE Club and Study Group activities:

### **1. TRAINING SAFE OVERSEERS**

FAWEZA has trained SAFE Club overseers in the management of SAFE Clubs and coordination of the study groups.

Trainings were scheduled as follows:

Item No	Province	TRAINING DATES
1	Southern	5 <sup>th</sup> -7 <sup>th</sup> May ,2015
2	Eastern	5 <sup>th</sup> -7 <sup>th</sup> May,2015
3	Lusaka	21 <sup>st</sup> -23 <sup>rd</sup> May,2015
4	Central	21 <sup>st</sup> -23 <sup>rd</sup> May,2015
5	Copperbelt	25 <sup>th</sup> -27 <sup>th</sup> May,2015

6	Northwestern	25 <sup>th</sup> -27 <sup>th</sup> May,2015
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CAMFED has already trained teacher mentors in managing the HELP Desk for a and learning circles in December, of 2014.To lessen over load on the teacher mentors the assistant teacher mentors have also been trained to ensure there is continuity of activity implementation.

## **2. TRAINING PEER EDUCATORS**

Safe Club Overseers and Teacher mentors will train peer educators who will be facilitating HIV Prevention sessions, life skills and Adolescent sexual reproductive health components. The peer educators will be conducting peer to peer sessions on a weekly basis, even in the absence of the SAFE Overseer or mentor. Information, Communication and Education materials as well as life Saver books have been provided to ensure smooth discussion of topics.

## **3. IDENTIFICATION OF STRONG STUDENTS TO FACILITATE PEER TO PEER LEARNING IN STUDY GROUPS/LEARNING CIRCLES**

Both CAMFED and FAWEZA will use this approach to ensure regularity of activities in the learning circles. The teacher mentors or SAFE Overseers will identify students who are strong in mathematics, English and Science to support the weaker students in specific topics depending on which areas learners find more challenging. Different students will facilitate different sessions e.g. a topic in mathematics or explaining some science concept to fellow learners. Peer to peer learning will make it easy for shy and slow learners to ask from their colleagues even outside study group hours.

The teacher mentor will be responsible for ensuring that the learners are assigned to specific study groups and that they are meeting regularly.

## **4. Both CAMFED and FAWEZA will increase monitoring of the schools to ensure that SAFE Club and Study group activities are implemented as per plan.**

CAMFED has hired district coordinators who will monitor and attend at least three HELP Desk for a activities monthly. FAWEZA will monitor 90 schools per quarter. Detailed monitoring plans will be shared when completed.

## **5. TTL and DEBS Monitoring.**

TTL in conjunction with officers from the DEBS office will monitor at least 350 schools in term 2 of the 2015 academic year. TTL will be visiting all the secondary schools to make 2015 scholarship payments. During these visits, the POCs and DEBS staff will monitor activity implementation in the SAFE Clubs, study groups as well as learning circles.

## **Student Performance**

- TTL has started to collect beneficiaries' performance for Math, Science and English for the first term.
- On a sample of ten schools having submitted their data, the following observations were made:

### Grade 10

Average performance in mathematics was at 26% for females and 21% for males;

Average performance in Science was 35% for females and 34% for males;

Average performance in English was at 43% for females and 45% males.

### Grade 11

Average performance in mathematics was at 51% for males and 41% for females;

Average performance in Science was 55% for males and 47% for females;

Average performance in English was at 60% for males and 53% for females.

### Grade 12

Average performance in mathematics was at 58% for males and 47% for females;

Average performance in Science was at 68% for males and 58% for females;

Average performance in English was at 55% for males and 59% for females.

Although these data were not collected from a representative sample, it shows that overall beneficiary performance is still low, and that study groups are necessary for these vulnerable children to improve their performance.

Final results for all students performance will be provided in next quarterly progress report.

## **Planned activities for next quarter**

- Deliver scholarships to OVC Scholarship beneficiaries (grade 11 & 12)
- Strengthen capacity of Guidance and Counselling teachers to meet psychosocial needs of OVCs in schools
- Train peer educators in basic facts on HIV and AIDS and all topics included in TTL support program (including reproductive health).
- Provide technical support to the SAFE Clubs, anti-AIDS clubs and Help desks.
- Strengthen remedial academic support program to OVCs through training of mentors in Eastern/Southern provinces and increased monitoring and supervision.
- Monthly meeting with Sub-Contractors and quarterly review meetings with other Partners (MESVTEE, CAMFED,FAWEZA, other stakeholders)
- Print and distribute guidance and counseling manuals.

**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%)**

**Activities conducted during the quarter:**

- **Meeting of the Project Coordination Committee Sub-Group on Community Schools:** Two meetings took place this quarter in January and March. During the meetings, participants shared experiences and coordinated training plans. TTL presented the Early Grade Stepping Stone reading programs to participants; the preparation steps for the next National Symposium on Community Schools were also discussed. The Sub-Group will invite the MESVTEE Steering Committee to the next meeting in order to review progress made since the first National Symposium.
- **Development of Radio Series:** The radio series was completed, recording and broadcasting will start once approved by USAID.
- **Public Private Partnership:** TTL has resumed discussion with TOTAL about renewing their support for community schools and has approached Barclays Bank. Discussion will continue as they both are interested in supporting the education sector. A private sector forum will be organized in June to try and mobilize corporate funds to support community schools and literacy.

**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%)**

**Activities conducted during the quarter:**

TTL focused on cleaning and analyzing midline impact evaluation data, drafting the TTL midline impact evaluation report, and preparing research designs and study protocols for the third and fourth case studies in the *TTL Case Study Series*.

1. **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.** The TTL Research and Evaluation Specialist facilitated discussions with several TTL stakeholders around topics and questions for case studies three and four, and dissemination of case studies one and two.
2. **Establishment of 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.** The MESVTEE and other TTL partners provided substantial input during the brainstorming, selection and refinement of research topics for case studies three and four that focus on girls' grade 7 pass rates in community schools and on the implementation of the re-entry to school policy in secondary schools. Input was provided through a series of consultations facilitated by the TTL Research and Evaluation Specialist: two meetings each with the MESVTEE – with the Directorate of Planning and Information and the Curriculum Development Center – and the University of Zambia School of Education, three meetings with TTL partners, Camfed and FAWEZA, and a meeting with ZOCS.
3. **Develop the capacity of MESVTEE and the academic community to implement research and evaluation related to the MESVTEE research agenda.** Midline impact evaluation data collectors included 15 MESVTEE officials. Inter-rater reliability scoring conducted on 12% of the midline impact evaluation classroom observation protocol sample shows tangible evidence of successful research and evaluation capacity building among MESVTEE personnel.
4. **Support the dissemination and use of Research results to make improvements in policy and practice, and to inform the next year's research agenda:** TTL's Research and Evaluation Specialist facilitated two dissemination events of TTL case studies one and two that targeted different audiences:
  - NGOs: About 30 representatives of local and international NGOs working on education attended a presentation by the TTL Research and Evaluation Specialist on February 25<sup>th</sup>.
  - MESVTEE: About 20 MESVTEE staff from different directorates attended a presentation on March 25<sup>th</sup> by the two University of Zambia researchers who participated in the TTL research team for both case studies.

Outside of Lusaka, TTL Provincial Outreach Coordinators facilitated case study dissemination events with over 30 provincial and district level MESVTEE staff in three provinces, which will continue through April in the remaining three provinces. In addition to the dissemination events, the case studies were widely distributed via email and through social media.

All case study presentations entailed discussions with the audiences. To date, the MESVTEE has shown high interest in policy recommendations stemming from the first two case studies. Both local and international educational NGOs operating in Zambia also showed interest in the studies.

5. **Collaborate with local universities and MESVTEE directorates to complete relevant and practical research relating to OVCs and improving community schools:** Building on the successful partnership with UNZA School of Education for the first two case studies, two new UNZA lecturers were selected by the Dean of Education as research partners for case studies three and four. They collaborated with the TTL Research and Evaluation Specialist to develop the research topics and questions as well as the research design and protocols.

The Examinations Council of Zambia provided grade 7 national exam data needed for the selection of case study sites of case study three.

Case study 1 was published in the peer-reviewed Southern African Review of Education in December, 2014 (volume 20, issue 2). The article entitled “The Role of Active Parent Community School Committees in Achieving Strong Relative School Performance in Zambian Community Schools,” was co-authored by University of Zambia lecturers and research partners.

Evaluation reliability:

Twelve MESVTEE staff participated in Time to Learn’s midline impact evaluation training on the classroom observation protocol in October 2014. At the end of the training, inter-rater reliability scoring was conducted in order to ensure the highest possible quality of data collection for the midterm impact evaluation. Inter-rater reliability scoring measures the degree of agreement between different tool users. A high inter-rater reliability indicates that the different users apply the tool uniformly, which improves data quality. Only trainees reaching at least 80% reliability were selected to join the TTL midline impact evaluation data collection teams. Nearly all trainees scored above this threshold, indicating both a high quality tool and training.

During the data collection, 12% of the classroom observations were conducted by two people in order to calculate a ‘field’ inter-rater reliability score. It is common that inter-rater reliability scores drop from training to ‘real world’ conditions. However, of 12 observations, 10 were above the 80% threshold (with the 11<sup>th</sup> being at 79%), and seven above a 90% threshold.

This is a success, indicating that TTL training may have contributed to improved data collection skills in classroom observation, a core competence for Ministry staff to monitor the quality of literacy instruction in community schools.

### **Plans for the next Quarter**

In the next quarter, the TTL research and evaluation team will be fully engaged in preparing and conducting field work, data analysis and report writing for case studies 3 and 4, finalizing the

midline impact evaluation report, planning for the performance review, and hiring the new research and evaluation fellow.

## **B. ADMINISTRATIVE**

The TTL Copperbelt Provincial Outreach Coordinator (POC) resigned in February 2015. TTL has started a recruitment process targeting priority MESVTEE personnel who would be interested to take a leave of absence to become TTL POC. The new POC should be recruited in May 2015.

The TTL Monitoring Specialist has resigned and TTL has recruited a new specialist, Mr. Kennedy Makulika, who will start as TTL Monitoring Specialist on 1 June 2015.

The COP participated in all COP PEPFAR meetings and in USAID all partners meeting.

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

### **Challenge:**

The main challenges encountered this month included:

- Communication with community schools and access to training by Head teachers has been challenging during Phone Literacy Instruction Training
- Documentation of school based training activities remains a challenge as reports sent to TTL still too often lack essential information.

### **Planned response:**

- Communication with school will be eased by the availability of the TTL Mobile Phone in each school. TTL now has a list of all phone numbers and the schools these were allocated too. TTL will be able to send messages on a regular basis to community schools.
- As TTL will intensify its school monitoring activities in the next two quarters, there will be opportunities for Head teachers to review and improve their reports.

## **V. ANNEXES**

1. Success Stories
  2. List of Schools monitored during the quarter.
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