

Education Development Center

**Time to Learn Project
QUARTERLY REPORT
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Picture: Paolo Tarantini

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Prepared by
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Time to Learn



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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
MOGE	Ministry of General Education
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 4th quarter of FY 2015:

The major event of the quarter was the National Symposium on Community Schools which gathered more than 130 participants during 2 days in Lusaka.

The Operational Guidelines for Community Schools were finally signed by the MESVTEE Permanent Secretary.

In consultation with other stakeholders, TTL drafted the content relating to Community Schools for the Education Act / Education Policy.

TTL conducted a meeting with all 10 PEOs in Lusaka to review the TTL work plan and PEO/DEBS priorities for Community Schools.

TTL participated actively in the planning, preparation and activities of the Literacy Week at the National and Provincial levels.

During the Literacy Week, TTL donated 121,196 teaching and learning material for Community Schools in Luapula province.

TTL conducted a series of dissemination events for midline evaluation results at the provincial level.

263 (127 M /136 F) Community School Teachers were trained in literacy instruction with mobile phones and instructional videos as a medium for the training. Head teachers trained teachers in their schools.

TTL with PEO/DEBS officials visited Secondary Schools and paid Scholarship for 2,049 (1,074 M / 975 F) Orphans and Vulnerable Children in grade 11. Before paying scholarships, TTL verified that beneficiaries had received their 2014 entitlements, and verified current beneficiaries' enrolment and attendance.

On 1-3 July, TTL COP and Education Management & Leadership Specialist participated in the ECZ Benchmark and Target Setting workshop. During this event, participants developed benchmarks/indicators and set intermediate targets for a five year period and beyond for fluency and comprehension goals using baseline data on reading fluency and comprehension.

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 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 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 OVC to participate in upper basic and secondary education
- Develop the capacity of local community groups and NGOs to advocate for opportunities for children in greatest need
- Support opportunities to engage universities and other institutions in research related to promoting educational opportunities for OVCs.

II. PROJECT ACHIEVEMENTS DURING THE REPORTING PERIOD

1- Achievements

The following were achieved during the reporting period:

- 263 (127 M/136 F) teachers trained in the phone literacy program (literacy contents and training of trainer);
- 68 (26 M/ 42 F) teacher mentors and safe club overseers trained in North Western Province.
- Mid-Term Evaluation results dissemination events in all 6 provinces.
- 453 Parents Community School Committees (PCSC) assisted to conduct school self-assessment and School Improvement Plan.
- 2,049 (1,074 M / 975 F) Orphans and Vulnerable Children (OVC) supported with a scholarship.

2- Results Table

Note: LOP actuals reflect those reported during recent Portfolio Performance Review. Numbers will be revised in upcoming FY15 annual report and revised Performance Monitoring Plan to reflect recent data quality assessments on data collected during FY13 and FY14.

Standard & Custom Indicators	LOP Target	LOP Actual (as of FY15 Q4)	Y4 2015 Target	Y4 2015 Prior Results	Y4 2015 Quarter 4	Y4 2015 Cumulative
Number of administrators and officials successfully trained with USG support	5,098 3,292 M 1,806 F	4,593 3,216 M 1,377 F	800 520M 280F	1,169 833 M 336F	-	1,167 831 M 336 F
Percentage of zonal, district, provincial and other MESTVEE entities monitoring community schools systematically	80%	94%	70%	94%	-	94%
Percentage of TTL community schools receiving increased support from the MESVTEE	20%	61%	15%	61%	-	61%

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	30%	-	-	-	-	-
The number of learners in TTL supported community schools with reading skill gains	500,000	-	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 6,634 M 4,632 F	10,630 6,042 M 4,588 F	1,850 (1,160 M 790 F)	1,646* (993 M 653 F)	263 (127 M 136 F)	2,022 (1201 M 821 F)
Number of textbooks and other teaching and learning materials (TLM) provided with USG assistance	400,000	402,657	1,100	1,233	0	1,323
Number of Parent-Teacher Associations or Similar "School" governance structures supported with USG assistance	6,100	5,354	850	775	453	1,228
Number of learners enrolled in primary schools and/or equivalent non-school based settings with USG support	500,000 250,000 M 250,000 F	Grades 1-7 441,037 (218712 M 222325 F) Grades 1-4 294,662 (145692M 148970F)	500,000 250,000 M 250,000 F	Grades 1-7 441,037 (218712 M 222325 F) Grades 1-4 294,662 (145692M 148970F)	-	Grades 1-7 441,037 (218712 M 222325 F) Grades 1-4 294,662 (145692M 148970F)

PEPFAR: # of beneficiaries served by PEPFAR OVC programs for children and families affected by HIV/AIDS	48,000	42,394 (18,740M 23,654F)	8,000 3,200 M 4,800 F	6,194 (2,819 M 3,375 F)	2,049 (1,074 M 975 F)	8,243 (3,893 M 4,350 F)
Number of teachers in USG supported programs trained in how to support learners psychological well-being	5,522 3,221 M 2,301 F	950 (630M 320F)	950 (630M 320F)	-	-	-

Notes on the results table:

- 1) **Number of administrators and officials successfully trained with USG support** Results exceeded expectation because of very good attendance at both the Phone Based Literacy Instruction Training and the e-EGRA Instruct trainings of administrators/school Head Teachers. The project was only projecting 80% attendance but actually trained 95% of targeted Head Teachers.
- 2) **Percentage of zonal, district, provincial and other MESTVEE entities monitoring community schools systematically.** TTL considers that ZICs must have monitored at least 2 community schools in the school year to be considered as “monitoring systematically”. All ZICs have engaged in Community School Monitoring.
- 3) **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 have conducted 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, and attended the training program for a minimum of 16 hours.
- 4) **Number of Parent-Teacher Associations or Similar "School" governance structures supported with USG assistance:** PCSCs were supported as ZICs facilitated mini-workshop with them to conduct school self-evaluation and develop school improvement plans.

III. SUMMARY OF PROJECT ACTIVITIES

A. TECHNICAL

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

TASK 6.1A: IMPROVE READING INSTRUCTION IN COMMUNITY SCHOOLS TASK

Introduction

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. Earlier this year, TTL continued a new approach for strengthening literacy instruction in schools by integrating the Stepping Stone platform into the heart of training activities. This quarter TTL embarked on monitoring the school-based phone training activities, finalized the eEGRA instruct activity book, and also began the vernacular pilot study in the Lusaka Province.

Activities

1- Planning and Preparation For Round 2 Phone Trainings (Early Grade Reading with Stepping Stone)

TTL made a strategic decision to begin teacher training activities at the onset of the FY16 programmatic year rather than initiate a progression of training activities over the first and second quarters. This decision was based on several factors. First, TTL had already trained approximately half of all of the districts in our six target provinces in the previous programmatic year and we did not want to delay the training of the un-trained districts within the same provinces. Second, as a pro-active measure relating to the overall low literacy levels in Zambia including those in Community Schools, TTL wanted to ensure that new and innovative interventions were given ample time to germinate and effectively impact the reading performance of learners across community schools throughout TTL's six target provinces between Q1 of FY16 through the time leading up to the project's endline evaluation. Third, as the project improved on and produced new content on the Stepping Stone platform, it was important to get the new content into the hands of users, namely teachers at the school level as soon as possible in order to assess its use and to allow for sufficient monitoring to occur prior to assessing the impact on teaching and learning.

However, Head Teachers and ZICs trained last year continued to facilitate school based trainings for teachers using the TTL mobile phones. During this quarter, 263 additional teachers (127M /136 F) completed the training activities, covering the 12 modules included in the mobile phone that reviews key literacy instruction skills (teaching letter sounds, phonics, phonemic awareness, vocabulary, comprehension, and the development

of teaching aids and learning materials). Head Teachers, School In-Service Coordinators and/or Zonal In-Service Coordinators facilitated and documented the training activities at school level.

2- Literacy Month Activities



Teachers and Learners in Chililabombwe

UNESCO's theme for Literacy Month was "Literacy and Sustainable Societies" and the national celebration took place in Mongu, Western Province. Despite not having direct services in terms of support to community schools in Western Province, TTL participated and organized several activities during the month to commemorate this year's theme. First, TTL chaired the Literacy Month 2015 committee, holding and organizing several meetings with the MOE as well as other cooperating partners. One output of these meetings was the adaptation of the theme to the Zambian context which resulted in the sub-theme of "Family Involvement is Key" being adopted and integrated into all of the Literacy Month activities across several partners in several provinces. As TTL does intervene directly in six provinces, there were several activities planned during this month in order to commemorate literacy month.

For example, on September 10th on the Copperbelt a delegation of community school representatives attended a provincial celebration where learners read to the audience, participated in plays and read poems. The celebrations took place on 10th September in Chililabombwe district at Konkola stadium. The MESTVEE, headed by the Provincial Education Standards Officer and SESO ODL, spearheaded the preparations of the event and incorporated the Ministry of Community Development and several other stakeholders including Time to Learn.

TTL contributed towards the event's focus on literacy levels in Community Schools by organizing the delegation. Three schools were identified, namely Lubangele community school and Samaritan community school from Chililabombwe, and Hope for Africa from Chingola. A total of 40 learners, 4 teachers, along with 2 ZICs and 2 DRCC's with the help of the districts Education Standards Officers attended. The event was kick-started by a march of all participants. There after the learners from the Community Schools participated in the event by performing reading skills, short sketches and a poem.



Samaritan Community School teacher and learners

In attendance were the representatives from the District Commissioners office/Council, The town clerk, the Copperbelt Provincial Education Officer, heads of government departments, Konkola and Lubambe mines representatives and several other stakeholders as well as the community as a whole.

In the adjacent photo, a teacher and at Samaritan Community School along with learners tell the District Commissioner of Chililabombwe how materials provided by TTL have helped.

The Literacy Month Speech of Mr. Chitumbo, District Commissioner

The District Commissioner gave a warm speech to open the event where he highlighted that this year's literacy day was being celebrated in the year when the millennium development goals are coming to an end and new goals are being introduced. The highlight from the 2015 millennium development goals report shows that between 1990 and 2015, the literacy rate has improved on a global scale from 83% to 91%. This is encouraging and, as we endeavor to adopt new goals under the 2030 agenda for sustainable development, we continue to make strides towards reducing illiteracy levels even further.

The District Commissioner highlighted that it is important to note that illiteracy is strongly related to poverty which manifests itself in such disparate effects such as gender based violence (gbv), child labor, social exclusion and many other poverty related cases.

Such situations are a result of high levels of illiteracy, where women become frontline victims all around the globe.

He urged all responsible officers to include dissemination of information about natural resource management to all learners with the view of imparting life skills for sustainable development. This, he said, can be achieved through encouraging tree planting, promoting the use of solar energy as opposed to reliance in electricity, the use of conservation farming practices and so on. He added that this cannot be achieved without acquiring one of the fundamental human rights, which is education and literacy.

The District Commissioner thanked the private sectors who have continued to supplement government's efforts in promoting literacy among the various communities on the Copperbelt. All financial and material support rendered to the implementing ministries has made a big difference in ensuring that literacy programs are implemented effectively.

He further urged all stakeholders to continue partnering with government to ensure that issues of natural resources management are inculcated in literacy programs as we strive to attain a province which advocates sustainable development.

In conclusion he encouraged all children and adults of both genders to take advantage of literacy programs to actively participate in the reduction of illiteracy levels in the nation and the world as a whole. The benefits are not just for a few individuals but for the entire nation.

Other activities in other provinces were similar in terms of showcasing learners reading and highlighting the importance of literacy in society at large. TTL participated in similar events and activities in Southern, Eastern, and Lusaka noting that typically all Literacy Month activities are done in conjunction with the planned activities that are organized by the provincial education offices in the provinces in which TTL intervenes.

Literacy Celebrations in Eastern Province

During Literacy Day Commemorations held in Katete District of Eastern Province Time to Learn invited two Chewa Chiefs – Chietainess Kawaza and Chief M'bang'ombe and discussed various ways of encouraging learner performance for the children in the area.

The two traditional leaders re-iterated their desire to support teaching and learning for the improvement of literacy levels. They pledged to support initiatives supporting literacy in their chiefdom.

Literacy Celebrations in Muchinga Province

Kasashi, Muleba and Kankumbwa community schools participated in this year's World Literacy Day commemorations held on 18th September 2015. Each participating school was represented by six grade 3/4 learners who showcased their reading skills using TTL story books. TTL training packs, teaching and learning materials were on display at the event. The District

Commissioner led government head of departments and NGO going round the stands viewing and having a full understanding of the materials displayed.



Chieftainess Kawaza encouraging communities to support reading at home

Literacy Month in Copperbelt Province

On the Copperbelt, the celebrations took place on 10th September in Chililabombwe district at Konkola stadium.

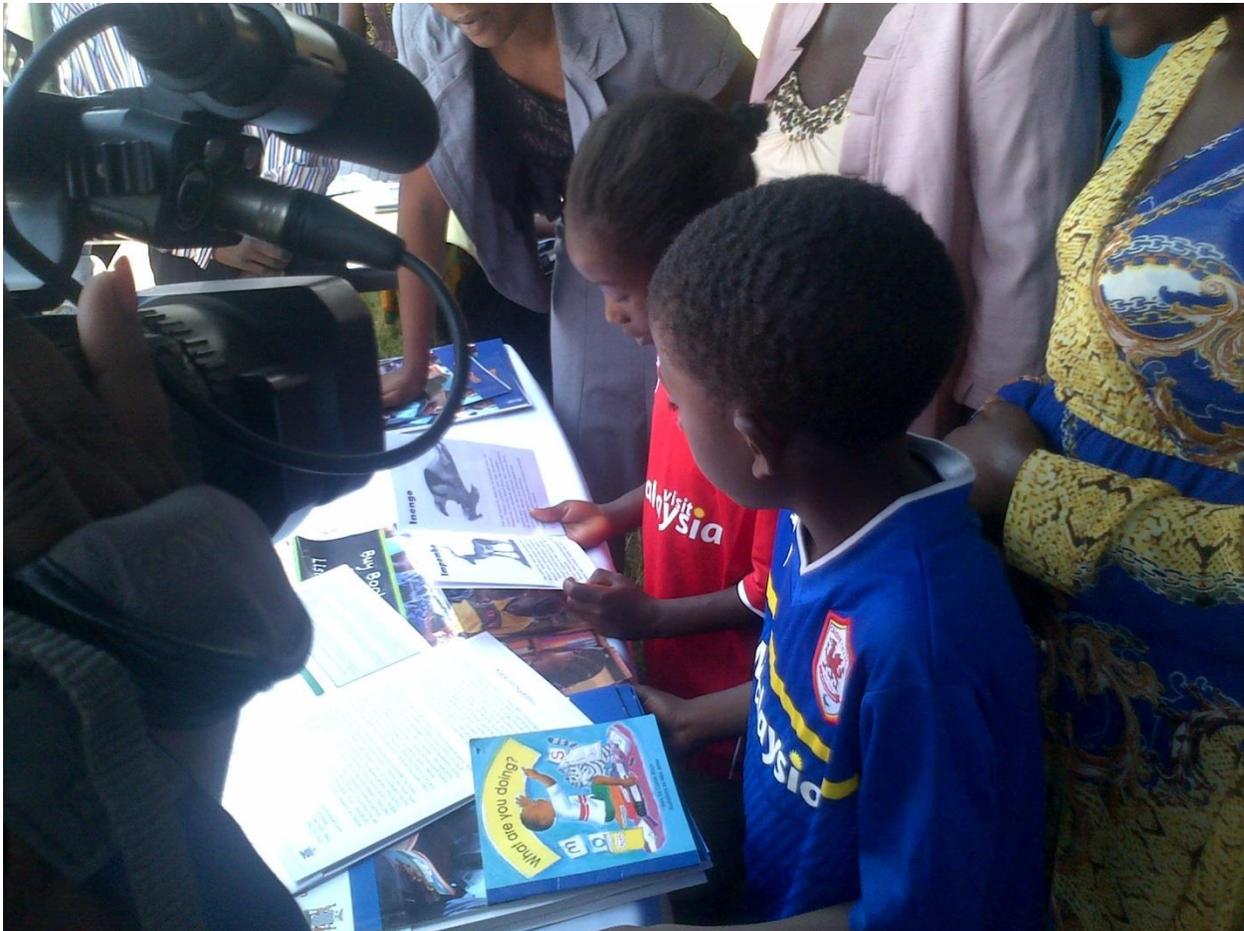
3 TTL supported schools were invited: Lubangele community school and Samaritan community school from Chililabombwe, and Hope for Africa from Chingola totaling 40 learners, 4 teachers, 2 ZICs and 2 DRCC's with the help of the districts Education Standards Officers.

The event was kick-started by a marchpast of all participants. There after the learners from the Community Schools participated in the event by displaying reading skills, short sketches and a poem.



A learner reads as the District Commissioner observes- at the TTL display Table.

The District Commissioner of Chililabombwe, Mr. Chitumbo gave a warm speech to launch the event. In his speech he highlighted that this year's literacy day was being celebrated in the year when the millennium development goals are coming to an end and new goals are being introduced. The highlight from the 2015 millennium development goals report shows that between 1990 and 2015, the literacy rate has improved on a global scale from 83% to 91%. He said this is encouraging as we continue to make strides towards reducing illiteracy levels even further as we endeavor to adopt new goals under the 2030 agenda for sustainable development.

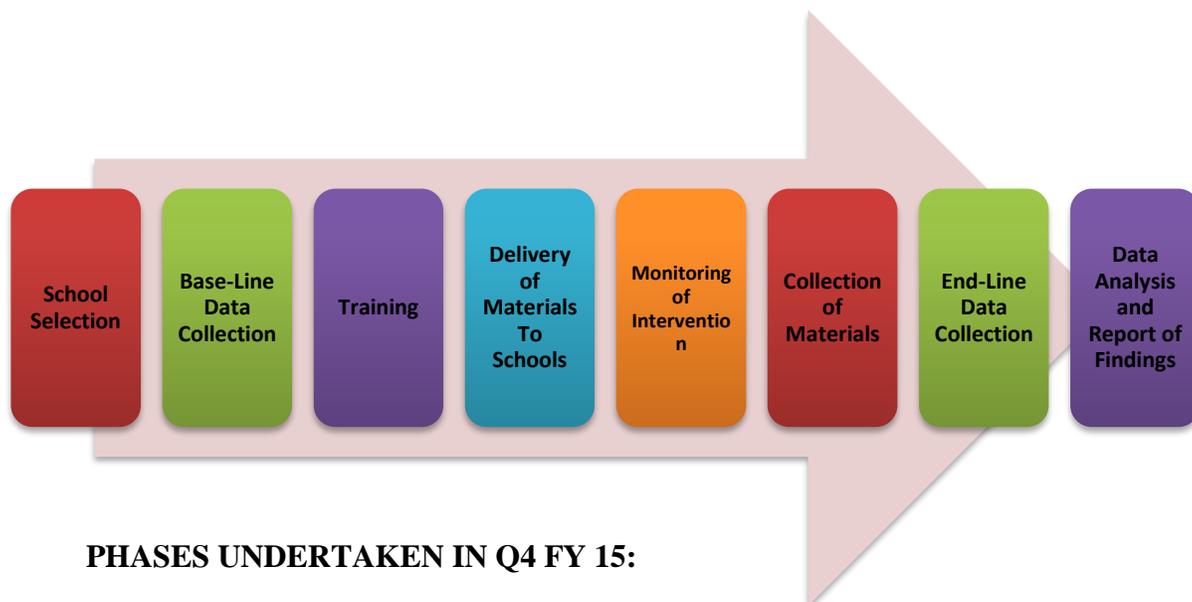


Zanis reporter captures learners as they read to the District Commissioner.

3- Vernacular Pilot Study

As introduced in previous reports, Vernacular is a series of three literacy activities which were developed to target early grade literacy learning in CiNyanja. The program follows the MoGE, National Literacy Framework using phonics based approach to literacy. Vernacular is a teaching and learning aid which can be based on tablets using the Stepping Stone Application for use in the classroom by early grade readers guided by a teacher. The Pilot Study began with a feasibility trial done in Q1 FY 15, which was conducted in four schools with the tablet-based version only. The Pilot Study aims to

determine the cost-benefit of using Vernacular on tablets versus paper. The study has a series of phases, shown below, which began in April of 2015 and will conclude in December 2015:



PHASES UNDERTAKEN IN Q4 FY 15:

After completing the first four phases of Vernacular during Q3 FY15, we began monitoring the intervention (Phase 5) in all thirty schools which are participating in the study. Though the schools are divided into two treatment groups (paper and tablet) as well as a control group, all three groups received equal monitoring to check on documentation, fidelity of implementation, and to track Grade 1 learner attendance/attrition over time.

Each of the thirty schools received 3 monitoring visits during Q4 FY15. The monitoring visits consisted of checking the materials distributed, the attendance of the participating learners, and conducting interviews with Head Teachers and Grade 1 teachers to discuss the implementation of the program. All of this data was entered into the Vernacular Monitoring Tool to sync monitoring activities and track changes in the application of the program. All monitoring visits were conducted by Time To Learn Lusaka HQ office and by Vernacular monitoring assistants who received training and guidance on how to collect data and conduct interviews. The International Project Coordinators closely supervised all Vernacular monitoring activities.

Table for activities undertaken in Phase 1-4 during Q3 FY15	
Lessons Observed Using Vernacular (Tablets)	10
Lessons Observed Using Vernacular (Paper)	10
Teachers Observed Using Vernacular	20
Monitoring Interviews Conducted (HT & Grade 1 Teacher)	171
Participating Visited Schools	30

Monitoring Visits Conducted (Across All Groups)	90
Vernacular (Paper& Tablets) Damaged, Lost or Stolen	0
Learners Attendance Tracked Longitudinally	738

Projected Activities for Q1 FY16 (Vernacular Pilot Study)

In addition to a final round of Vernacular monitoring activities for each school in Phase 5, the Vernacular Pilot Study will conclude after completing Phases 6, 7, and 8. In Phase 6, all materials will be taken back from the schools and analyzed by the evaluation team to determine the use and durability of the items dispersed. In Phase 7: An End line assessment will be conducted, using the same tools from the baseline (eEGRA Instruct, learner interviews and teacher interviews) In Phase 8, after the analysis of the data ,reading gains and cost benefits will be determined across the different treatment groups as compared to the control group.

All intervention activities for the Vernacular Pilot Study will conclude in Q1 FY16.

4- Additional Activities

- The curriculum development center is in the process of finalizing edits to stories that were written by teachers and learners through the TOTAL partnership. It is expected that all stories will be ready for printing and dissemination in the next quarter.
- A technical visit by Ms. Lewis occurred during the quarter and specifically during the month of September. In her visit to the field former DCOP and teacher development specialist met with the teacher development team, visited several schools, and made some suggestions on how TTL could continue to support teacher training activities in community schools beyond the stepping stone phone training. Some of these suggestions talked about the need to develop a training system that demonstrates to ZICs how to model and reinforce the concepts around a more robust integrated reading approach in Zambia especially since it appears that teachers teach reading in a fragmented and segmented manner. We believe that this segmented way of teaching reading contributes to the slow progress in learners learning how to read with fluency.
- TTL’s teacher training activities integrate aspects of the school leadership department especially concerning eEGRA Instruct and monitoring. During the next quarter of the eEGRA Instruct Activity Booklet will be distributed during the phone trainings between October and November 2015. This activity booklet provides example of literacy instruction/learning activities that can be conducted to improve different reading skills assessed during the Early Grade Reading Assessment.

5- Challenges

As always, the challenges in community schools remain abundant. Most if not all of these challenges were highlighted during the National Symposium on Community Schools that took place on the 23rd and 24th of September during Q4. These challenges include insufficient teachers, the high turnover of teachers who are present, over-crowded classrooms in urban areas, and a lack of textbooks. Oftentimes difficult communication between the project and schools located in the most remote areas of Zambia exacerbate the challenges around producing fluent readers despite some of the gains that have been made.

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

Activities conducted during the quarter

1- Support to PCSCs and the design of School Improvement Plans:

During the reporting period, ZICs continued to assist PCSCs in the design of their School Improvement Plans (SIP). ZICs planned small workshops with individual PCSCs and facilitated the self-assessment process, the identification of their individual needs, and the planning process for future improvement.

During the reporting period, planning workshops took place in 355 Community Schools with the support of ZICs. All these schools conducted a self-assessment and developed their School Improvement Plans (SIP) during the workshop.

After the series of trainings conducted in 2013 and 2014 for PCSC members, the TTL strategy is now to provide onsite support to PCSCs by helping them in designing a qualitative outcomes-based School Improvement Plan (SIP), and to help PCSCs monitor the SIP implementation. TTL will continue supporting ZICs' regular visits to PCSCs, particularly to help implement community based reading interventions and to involve parents in monitoring children's progress in reading.

2- TTL Participation to Provincial Review and Planning

TTL continues to participate in provincial bi-annual review and planning activities to ensure Community Schools are integrated in PEO and DEBS programming and budgets. TTL Provincial Outreach Coordinators attended (MOE) provincial review and strategy planning meetings held in Nakonde District (Muchinga) and in Lundazi (Eastern)

Time to Learn made a presentation during the bi-annual meeting organized by the Provincial Education Office in Lundazi to an audience of 171 Ministry of Education Officials from across

the province for the bi-annual review of educational activities and presented its activity plan for the remainder of the year.

In Central Province, the POC attended too the Provincial Bi-Annual meeting held on 26 - 28 August 2015 at Kabwe District Resource Centre. The meeting was attended by 15 Provincial staff including SESOs, Planning Officers, Accountants, Auditor, EO/TE, Data Operator, Senior Education Officer Guidance and Counselling. During this meeting, the POC presented the TTL Midline Evaluation findings to the Provincial staff on 27th August 2015.

Southern Province POC participated too in the Planning event from 16 to 18 September in Chisekesi (Monze).

3- Joint assessment and monitoring activity in Lusaka

From Sunday 16th to Friday 21st August 2015, the Provincial Education Officer and Time To Learn Chief of Party visited 8 Districts in Lusaka (Luangwa, Chongwe, Rufunsa, Lusaka, Shibuyunji, Chilanga, Kafue and Chirundu) to collect data on grants that are being given to community schools, and to assess the feasibility of employing locally hired community school teachers by GRZ.

It was found that DEBS continue giving grants to community schools: all Community Schools visited were on GRZ grants. Despite their obvious professional capacity, many teachers did not meet the academic requirements for MGE employment, but the team could identify a list of teachers for potential employment.

In Lusaka, all DEBS report quarterly to the TTL office on their activities to support and monitor Community Schools. Examples of these reports are provided as annex.

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

Activities conducted during the quarter

All teacher training activities have been reported under the 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

1- Delivery of Teaching & Learning Materials to Luapula Province

On September 11th, as part of TTL’s rollout strategy, 121,196 teaching and learning materials were delivered to Luapula province and handed over officially to the government of Zambia through the District Commissioner. The Luapula PEO, Mr. Smith Bweupe arranged for the materials to be accepted at the provincial library in Mansa. TTL prepared and packaged materials for each of the 180 community schools in the province ensuring that each school received an assortment of teaching and learning materials in IciBemba. These materials included Casas story books, flashcards of letter sounds, story cards, enrollment forms as well as attendance registers. The day was well attended by the



District Commissioner, the PEO, all of the DEBS in Luapula as well as others including teachers and learners from some of the neighboring community schools.

Clockwise from top:

The District Commissioner Mansa, DEBS, and PEO Luapula look on at a sample of materials, A DEBS counts packets for each of the community schools in the District, and the DCOP delivers a speech to the audience.



DCOP Stefan McLetchie delivers a speech to the audience during the TLM handover official ceremony in Luapula.

2- e-EGRA Instruct Activity Manual Printing and Distribution

The eEGRA Instruct manual was designed in collaboration with the CDC. This manual is aimed at complementing the different TTL intervention (e-EGRA Instruct and mobile phone based teacher development material) and to provide teachers with examples of literacy instruction activities. TTL printed 3,200 copies of the manual and has started to distribute it to schools. The distribution should be completed by the end of 2015 school year.

TASK 6.1.E: IMPROVE EDUCATIONAL LEADERSHIP AND MANAGEMENT IN COMMUNITY SCHOOLS
TASK 6.1.F: SUPPORT THE USE OF ASSESSMENT AS AN INSTRUMENT FOR IMPROVING READING INSTRUCTION TO ASSURE QUALITY IN COMMUNITY SCHOOLS

In the previous quarter, TTL trained PEO/DEBS officer in e-EGRA Instruct. These officers were tasked to train ZICs on this formative assessment tool. The TTL Education Leadership & Management Specialist continued to monitor the training of ZICs from Provinces and Districts where eEGRA training had been conducted, as well as the utilization of the instrument in schools. The TTL Education Leadership and Management Specialist conducted several monitoring visits.

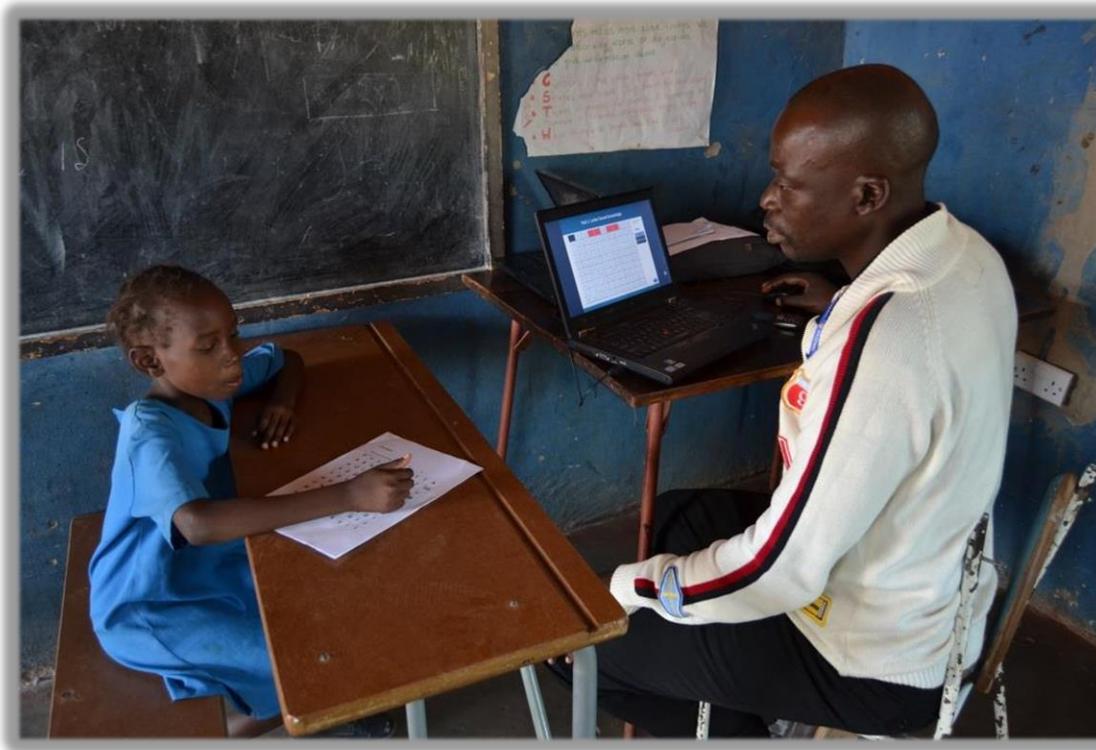
The ELM Specialist conducted a refresher training of ZICs in software installation at Salvation Army Community School in Choma and observed ZICs assessment of learners. More assessments were done at Kamunza Community School in Choma. He also conducted visits to other southern province districts to monitor the training of ZICs, check on software operation and sort out operational and installation problems. These included Kalomo, Zimba and Livingstone. He monitored the assessment of learners by ZICs using eEGRA Instruct in Choma at Salvation Army and Kamunza Community Schools, in Kalomo at Matondo and Kalomo Central Community Schools, in Zimba at Siamoono and Sikalele Community Schools. In Livingstone assessments were conducted at Mwandi and Libuyu Community Schools.

Conducting the e-EGRA Instruct assessment in schools guides ZICs support toward reading performance and generates a dialogue between the ZIC and Teachers around reading skills, students' performance, reading instruction methodologies and remedial actions.

The ELM Specialist also monitored the use of School Based Assessments, other TTL teaching and learning materials and the implementation of homework policy in community schools in Choma, Kalomo, Zimba and Livingstone districts. He also monitored the existence and implementation of school improvement plans, the use of school based assessment booklets, the use of enrolment forms / attendance registers and discussed these with head teachers.

Lessons learned

ZICs who are trained in eEGRA Instruct are able to conduct assessments and they have found the tool very useful. Their largest challenge is one of transport to be able to visit more schools. Teaching and learning materials that have been distributed to schools and are being used by teachers, and this has assisted the improvement of literacy performance. Teachers are requesting more teaching and learning materials. However with phone trainings and the distribution of the Literacy Activity hand book for teachers, they will be able to make teaching and learning materials using locally available resources.



Learner Assessment by the ZIC at Mwandi Community School

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

OBJECTIVE: TTL IR 5: INCREASED ACCESS TO HIV/AIDS SUPPORT AND AWARENESS FOR OVCS

Activity 1: # of eligible children provided with education and/or training (scholarships)

In the reporting period, TTL has continued to verify that scholarship beneficiaries were enrolled and attending schools. We provided educational and financial support through scholarships to **4,475 Orphans and Vulnerable Children (2,265 male / 2,210 female)** to allow them to complete secondary education.

A total of **8,243 Orphans and Vulnerable Children (3,893 male / 4,350 female)** benefited from the TTL scholarship program during FY2015. The scholarship program is implemented in the ten provinces of Zambia in a total of 434 secondary schools. However, 7 schools have remained unpaid for their 2015 scholarship recipients; these schools have not yet fully justified the 2014 scholarship payments and need to provide

additional documentation to trigger 2015 scholarship payments. This should be completed by the end of 2015 school year, which would increase the number of beneficiaries by 90 (59 M / 31 F).

Although these results are very low, they are comparable to results of the general secondary school students' population.

Scholarship Beneficiaries Performance:

Beneficiaries performance is comparable to that of other secondary school students: In English, 61% of the beneficiaries performed above average, and 39% were below average. In Mathematics, the performance is not as good: only 46% of beneficiaries performed above average, while 54% of the beneficiaries performed below average. In Sciences, 57% of the beneficiaries performed above average, and 43% were below average. In Mathematic, boys tend to do slightly better than girls, but there is no significant difference in the other subjects

Scholarship Beneficiaries Transition Rate

Out of the 5,822 (2,604 M / 3,218 F) who were in Grade 10 in the 1st quarter of FY15 (Oct-December 2014), 5,406 (2,421 M / 2,985 F) transitioned to Grade 11 in January 2015 (92.8 %).

Out of the 2,219 beneficiaries (1140 M / 1079 F) who were in Grade 11 in the 1st quarter of FY15 (Oct-December 2014), 1960 (1028 M / 939 F) transitioned to Grade 12 in January 2015 (88.3 %).

Therefore, out of the total 8,041 beneficiaries (3,744 M / 4,297 F) who were supported by the TTL scholarship program in the 1st quarter of FY15 (Oct-December 2014), 7,366 (3,449 M / 3,917 F) transitioned to the upper grade in January 2015 (91.6 %).

Activity 2: Training teachers in USG supported programs in how to support learner's psychological well-being.

During the reporting period, two hundred and sixty seven (267) teacher-mentors and Study Group Coordinators were trained (199 female and 68 male) in basic HIV prevention and psychosocial counseling, as well as on the facilitation of study groups. The purpose of the training was to enhance the skills of the SAFE Overseers in Psycho social counseling, HIV/AIDS education / prevention and building beneficiaries' life skills as well as increasing their knowledge base on matters of Adolescent and Sexual Reproductive health issues. The mentors are also trained in basic monitoring, record keeping and financial management skills in order to improve project interventions management. In addition, at least one Education Standards officer from each of the trained provinces participated in the trainings as well, in order to strengthen coordination and support from the MESVTEE to the scholarship program.

During the fiscal year, a total of **380 teacher mentors (303 F / 77 M) were trained** in psychosocial counseling and HIV/AIDS prevention, and on how to facilitate Study Groups.

Activity 3: Targeted population reached with individual and/or small group level HIV preventive interventions that are evidence -based and/or meet the minimum standards required

475 (274 in Q3 and 201 in Q4) visits of secondary schools were conducted to monitor the activities of the SAFE Clubs and Study groups, as well as to provide in-school technical support and guidance to the teacher mentors and study group coordinators during the second half of FY15. The TTL focus was on ensuring that schools have study groups providing remedial support for improving student academic performance, as well as following-up and school support to peer to peer learning activities, ensuring that learners are meeting regularly. SAFE Clubs were monitored to ensure that learners are meeting regularly and that peer educators have been trained to provide basic HIV prevention education and life skills programs. A total of 529 visits were conducted in secondary schools during fiscal year 2015. As a result, 345 schools now have verified operational and active Safe Clubs / Help Desks, while 269 Schools have operational and active Study Groups / Learning circles.

Major changes

From the beginning of the project, scholarship funds were sent to schools electronically (through bank wires). In 2015 Scholarship payment modalities were revised. Scholarship funds are now paid to the schools by cheque. These cheques are hand delivered to each school by Time to Learn Provincial Outreach Coordinators and MoE Provincial staff. The new scholarship payment modalities are more efficient in terms of collecting receipts and all supporting documentation, and they also ensure an immediate and timely verification of beneficiaries' presence and regular attendance at the school. These are collected on the same day the cheque is delivered at the school. However, the payment process, while improving the overall provision of scholarships, is more time consuming and labor intensive.

Challenges

As described above, more than half of learners still demonstrate low performance. However, this low performance is not specific to the TTL beneficiaries, and is on par with the level of less vulnerable secondary school students. Meanwhile, TTL partners continue providing in-school support to boost health clubs / Safe Clubs and study group / learning circle activities. A reward program will be put in place for successful / performing schools.

Collecting/obtaining data on learner performance and attendance in schools is a challenge for most mentors and for partners. But TTL ensures that a large and representative

sample of data is collected to provide true and reliable information on students' performance.

When the school year started, only a handful of school administrators/heads were supervising and monitoring the implementation of club activities at the school level. These administrators require regular updates on their roles and orientation to the management of the scholarship program. However, following regular monitoring from TTL and its partners, clubs were formed in the vast majority of schools and club activities were found to be more regular in the second half of the school year.

Scholarship Program Monitoring Activities in Western, Muchinga and Northern Province

The monitoring objectives were to:

- Verify the total number of pupils on Time to Learn/ Camfed scholarship
- Review pupils performance and attendance
- Verify receipt of scholarship packages by beneficiaries
- Assess the functionality of help desk/learning circles as supported by documentation.

The monitoring teams visited 17 secondary schools and found children had received their scholarships except for a few children who had been transferred. They also found that they were attending school regularly. The teams found active help desk and safe clubs in 9 of the schools, and 5 of the schools had trained peer educators. Often, when and if meetings of help desks/learning circles happen, they are not well documented. As a result, student performance remains relatively low. Many teachers do not actively monitor the study groups and help desks because the incentive to do so is too low.

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

1- Meeting of the PCC sub-group on Community School.

The PCC sub-group on Community Schools has met 2 times during the quarter. A Symposium Preparation Committee was set up to plan for the event, mobilize resources, identify and invite participants, coordinate with MESVTEE and partners, review documents to be provided and create abstracts of presentations to be made during the symposium. The Symposium Committee met weekly (6 times) during the months preceding the event to monitor progress in preparation for the symposium. The

MESVTEE Community School Steering Committee joined the preparation meetings in two instances to ensure MESVTEE mobilization and that its priorities were taken into account.

2- Meeting of the MESVTEE Steering Committee on Community Schools

MESVTEE Steering Committee met once during the quarter, and the TTL COP represented the PPP in the meeting. The objectives of the meeting were to 1) review the role of MESVTEE in the preparation of the National Symposium on Community Schools, and 2) to review the Community School Operational Guidelines review process.

3- The second National Symposium on Community Schools

In July, the PCC Community School Sub-Committee set up a Preparation Committee which included TTL, VVOB, ZOCs and ZANEC with the objective to plan and organize the second National Workshop for Community Schools in September. The MESVTEE Community School Steering Committee joined the Preparation Committee in 2 instances to help in the preparation. The Committee set the objectives and defined the program, as well as contributed in the logistical preparation of the event.



The second National Symposium on Community Schools took place on 23-24 September, 2015 in the Radisson Blue Hotel in Lusaka. The theme of the Symposium was “Improving the Quality of Teaching and Learning in Community Schools”.

The event was co-funded by USAID through Time to Learn and the EU through its implementing partners, VVOB-EXCITE and CELIM. This was the result of a TTL mobilization effort that attracted additional support (from VVOB) for the 2015 iteration.

Participants included representatives from all MESVTEE directorates, all PEOs and PESOs, 10 DEBS (one from each province), 5 Community School Head Teachers, 2 Community School PCSC Chairpersons, a representative of the Ministry of Local Government, a representative of the Education Committee of Parliament, the USAID Education Team, the Embassy of Ireland, JICA, DFID, UNICEF, ZOCS , ZANEC, TTL (including TTL Provincial Outreach Coordinators), VVOB , CARE , DAPP , ISCHOOL , ROCS , CAMFED , FAWEZA , CELIM , World Vision, OXFAM, Read to Succeed, Step Up, Plan International , Child Fund, Africa Call, REPSI , ZESSTA, Impact Network, and DAPP. Several journalists from different media also attended the first day of the event.

The following objectives were set for participants.

1. Following up on recommendations/commitments made during last symposium.
2. Discuss strategies and make recommendations on how quality of teaching and learning can be improved in community schools.
3. Review Continuous Professional Development of Community School Teachers and the validation/certification of their experience.
4. Launch community school Operational Guidelines.
5. Sharing accomplishment and successes in Community Schools.

Several organization made presentations of successful practices and of effective initiatives, and several group discussions took place to review progress made since the last symposium and reflect on learning/teaching quality and community school teacher development.

Outcomes from all discussions were presented to a plenary session on the second day. Contributions from this plenary session were then consolidated and synthesized by the Secretariat into the following set of recommendations, organized around four themes:

Improving the Quality of Teaching and Learning in Community Schools

- i) Continue seconding trained GRZ teachers (including CSEN Teachers) to Community Schools. This initiative should be linked to that of accelerating the placement of community school teachers on the establishment register payroll;
- ii) Strengthening Volunteer Community School Teacher motivation by providing an allowance to these Volunteer Teachers (a K500 monthly allowance per teacher was recommended); it was recommended that the Ministry of Education provide this allowance.
- iii) provision of teacher houses for GRZ teachers deployed in Community Schools;
- iv) A special hardship allowances should be provided to those in hard to reach / remote areas;
- v) Promoting innovative teaching and learning through provision of teaching and learning materials, including phones, tablets and coming up with innovative ways for

Teaching and Learning using Locally Available Resources (TALULAR); Community Schools should receive an equitable share of teaching & learning material distributed to schools.

- vi) Extending roll-out of the revised curriculum to community schools to guide community school teachers in lesson preparations and delivery so as to strengthen both their subject content and pedagogical approaches;
- vii) Ensuring community school teachers are regularly monitored, supervised, guided and given technical support by MESVTEE appropriate institutions (PEOs offices, DEBS offices, District Resource Centers, Zonal In-Service Coordinators, and Head teachers; and
- viii) Ensuring the learning environment is conducive (including for the physically handicapped and disabled) through provision of accessible infrastructure. This aspect should also be extended to ensuring community participation by engaging PCSC to promote ownership and community contribution to community schools.

Improving Continuous Professional Development of Community School Teachers

- i) Rolling out, intensifying and strengthening school based teacher trainings, using performing teachers to coach/mentor others;
- ii) Working out sustainable mechanisms for ensuring that community school teachers are professionally trained. Support mechanisms should include:
 - o Encouraging teachers with too low qualifications to enter college to upgrade their qualifications for them to meet the necessary 5 O level requirement,
 - o Introducing a system for sponsoring volunteer teachers to attend teacher training colleges with contracts to ensure that graduate teachers go back to their community school.
 - o Giving preferential treatment to community school teachers for direct entry into colleges based on their experience and certification. This needs to be worked out and agreed upon between the PEOs office and the Training institutions in liaison with the newly created Teacher Accreditation and Qualifications Authority;

Validation, certification and registration of community school teachers

- i) In collaboration with the DEBS office, community schools need to continue ensuring that they are given EMIS school registration numbers as well as continue to upgrade themselves to meet the criteria under which they can be granted status of an examination center;
- ii) Under the supervision of the PEOs, DEBS need to continue ensuring that qualified teachers are posted to community schools and placed on the payroll;
- iii) Implementing a system for Certification of community school teachers. It should include criteria such as number and type of CPD trainings that can be equated to diploma level.

This should involve working in collaboration with the newly created bodies (The Teacher Accreditations and The Teachers Qualifications Authority); community school teachers need to continue to strive in meeting the necessary qualifications and criteria for accreditation and certification as teachers. Competency examinations and other assessments were recommended for Community School teachers accreditations. It was also recommended that the number of meetings and trainings which a community school teacher goes through should also go towards validation and certification.

Recommendations made in 2014 National Symposium

It was observed that progress was made on a number of recommendations from the 2014 National Symposium, but that there was need to intensify and standardize the actions to have a uniform impact across all the community schools.

Provide equitable sharing and allocation of resources using agreed upon guidelines. Eventually community schools should:

- o Be incorporated into all MESVTEE programming at all levels (Central, Provincial, District, Zonal and School level),
 - o Have specific budget lines in MESVTEE budgets including a separate budget line for motivation of / allowance for Community School teachers,
 - o Be included in MESVTEE plans and reporting mechanisms at all levels including the JAR;
- i) Strengthening deployment mechanisms for teachers in Community schools thereby transforming Community Schools into fully fledged schools which in the long run should have their own individual staff establishment, resource allocation criteria, EMIS and Examination Centre numbers.

The second National Symposium was a real success, and participants insisted that the annual event be institutionalized to monitor progress.

4- Public Private Partnerships

In addition to Literacy Month activities and the delivery of reading materials to the Luapula province for all Community Schools throughout the entire province, September also marked the first annual Literacy Month Public Partner Partnership event chaired by Time To Learn. As a way to both highlight the month's



literacy activities in Zambia and as a way to encourage the private sector to contribute to improving literacy levels in Zambia the literacy month corporate sub-committee organized a culminating event that underscored the contributions made thus far by some private sector companies and also requested that other companies assist the ministry of education as well as its cooperating partners by contributing towards the goal of increasing the literacy levels in Zambia. Some of the companies that were in attendance that have been contributing included TOTAL Zambia, who had previously supported TTL's efforts by purchasing the TOTAL library boxes. The event was covered by both radio and television, was well attended by the Ministry of Education, cooperating partners, USAID Zambia and numerous other partners. For a list of attendees at the event please find attached the registration list in the provided annex.

The next steps for TTL including following up with attendees to solicit additional support:



From left to right, Stefan McLetchie, Deputy Chief of Party TTL, Hon. Sydney Mushanga, Deputy Minister of Education, Felix Ngoma of DODE, Precious Habeenzu from Room To Read

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

Activities conducted during the quarter:

TTL work focused on the Year 4 Performance Evaluation, including finalizing the evaluation design and protocols, facilitating the performance evaluation data collectors' training, and conducting data collection. Additionally, TTL finalized and submitted the midline evaluation report and case studies three and four, and began exploring the feasibility of incorporating an intervention exposure index into the endline evaluation.

At the beginning of the Quarter, the new TTL Research and Evaluation Specialist received a week-long orientation at the EnCompass headquarters with the TTL Senior Research and Evaluation Advisor and Evaluation Associate and subsequently worked with the outgoing specialist during a 2 week transition period.

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

TTL organized and facilitated a 4-day data collectors' training for the Year 4 Performance Evaluation on September 7-10, 2015 in preparation for data collection. The training prepared a total of 9 data collectors, including 4 TTL staff and 5 national, provincial and district level MESVTEE staff, to administer the performance evaluation data collection tools.

The 4 day training covered the purpose of the performance evaluation, the role and value of qualitative research, basic techniques and best practices in qualitative methods (including an interview and focus group facilitation techniques, probing skills, and appropriate note-taking), research ethics and informed consent, tool-specific skill development (including piloting the tools for 1 day in urban community schools in Lusaka), and an introduction to the fieldwork procedures specified in the field guide. Building on previous data collector trainings in 2012, 2013 and 2014, the 2015 training further developed the skills necessary to conduct quality data collection, created a broad understanding of the role of the tools used in educational evaluation, and solidified best practices in conducting research. Participants indicated in the final training evaluations that the trainings increased their interest in applying their evaluation skills.

Upon the completion of the trainings, participants conducted data collection for 1 week, further building their capacity by providing an opportunity to gain hands on experience.

2- design, implementation and reporting of Year 4 Performance Evaluation

The TTL Evaluation Specialist and team collected data for the Year 4 Performance Evaluation in Southern and Eastern provinces from September 14-18 and in Muchinga Province from September 28-October 1. A total of 14 TTL-supported community schools

were visited (4-5 schools per province). In accordance with the Year 4 Performance Evaluation Design, interviews were conducted at each school with the Head Teacher, Grade 1 and 2 teachers (if available), and the Zonal In-service Coordinator. In addition, one focus group discussion with Grade 1 and 2 teachers was held in each province.

3- Support the dissemination and use of Research results to make improvements in policy and practice, and to inform the next year's research agenda.

The final versions of the third and fourth case studies were completed in collaboration with TTL's research partners at the University of Zambia, School of Education and were both approved by USAID in August of this quarter. Case study three focused on community schools in which girls performed above the national average on the Grade 7 national exams. Case study four focused on the factors that influence the implementation of the re-entry to school after pregnancy policy at Zambian secondary schools.

A variety of dissemination events took place this Quarter relating to the TTL Midline Impact Evaluation report and the *TTL Case Study Series*. Specifically, we:

- Posted all four case studies and the midline evaluation report to the USAID Development Experience Clearinghouse
- Published a blog on the case studies series: <https://www.encompassworld.com/blog/appreciative-inquiry-action-identifying-what-works-zambias-schools>
- Posted case studies 3 and 4 on the EnCompass website: https://www.encompassworld.com/sites/default/files/enabling_excellence_10sept15_usaid_approved.pdf, and https://www.encompassworld.com/sites/default/files/second_chances_for_girls_final_10sept15_usaid_approved.pdf
- Sent case studies three and four to the Interagency Gender Working Group Gender Updates ListServ Monitor for posting
- Distributed approximately 30 copies of each of the four case studies and 25 copies of the executive summary of TTL Midline Impact Evaluation to the six TTL Provincial Outreach Coordinators for distribution to District Education Board Secretaries, resource centers, Provincial Education Officers, and individual schools participating in the case studies
- Distributed approximately 120 copies of all four case studies and the executive summary of the TTL Midline Impact Evaluation to the Community School Symposium participants
- Presented case study two and the midline evaluation findings at the Community School Symposium
- Emailed case studies three and four to University of Zambia partners, participants of the Stakeholder Meeting on the Development of the Communication Strategy

on Teenage Pregnancy held at the MESVTEE, Head teachers for the two schools participating in case study four, and TTL points of contact at CAMFED Zambia

- Shared case studies three and four with the USAID Gender Equality and Female Empowerment (GenDev) office
- Shared case studies three and four with contacts in the USAID Education Office.

In addition, TTL Provincial Outreach Coordinators facilitated midline evaluation dissemination events with over 102 provincial and district-level MESVTEE staff, as well as a number of Head teachers in 3 provinces (Lusaka, Central, and Muchinga). These events will continue through the next Quarter in the remaining 3 provinces.

All midline and case study presentations entailed audience discussion. To date, the MESVTEE has shown a high level of interest in policy recommendations stemming from the midline findings. Both local and international educational organizations operating in Zambia also showed interest in the findings and recommendations.

4- Achievements:

Dissemination events for the TTL midline findings were held in Central, Lusaka and Muchinga provinces to ensure broad discussion at the provincial level. After the presentations, the TTL Provincial Outreach Coordinators each provided a brief report on the discussion to outline the opinions of the provincial-level staff regarding the report's findings and what they found particularly interesting and informative.

Based on these reports, the participants were overall very pleased there has been at least some improvement in early grade reading since 2012. They were especially happy about the increased amount of MESVTEE support being offered to community schools and the pioneering work of TTL on literacy training in local languages, particularly with the use of the Stepping Stone mLearning Platform and e-EGRA Instruct. Participants affirmed that using the language of play as the language of instruction seemed to have an effect on the reading performance of learners in community schools.

However, real concern remained about the fact that most learners still cannot read and write. "Why," one participant asked, "in spite of the massive support, has not much change been noticed on literacy levels? Why are achievements lower than expectations?" The participants reflected on the causes and possible solutions. The following summarizes key discussions and points of action:

- There is a lack of reading culture. More reading materials are necessary at community schools and libraries need to be established. Learners need more exposure to print.
- Further investigation is needed into the why teachers are doing less reading and reading/listening comprehension.

- Inadequate support is being given to teachers in major areas of learning. More interventions are necessary in the areas of reading and listening comprehension.
- Overall, there needs to be more integration of listening and reading comprehension activities in daily teaching of literacy.
- Teacher training at colleges needs to be improved.
- More needs to be done in terms of monitoring to ensure quality education is being delivered. Formative monitoring in the classroom needs to be strengthened and done in a systematic manner.
- The Zonal In-service Coordinator is an important focal point to ensure monitoring of community school teachers and subsequent retraining activities. However, this monitoring activity is limited due to the workload of Zonal In-service Coordinators and lack of financial support from the province. The Ministry needs to look into this and provinces need to budget for monitoring activities.
- Community school teachers should be included in continuing professional development trainings at the zonal-level to help them improve lesson delivery; teacher learning circles at the school-level should be encouraged.
- Remedial activities for learners need to be increased to address reading levels.
- The quality of teachers in community schools should be evaluated.

The dissemination events were a successful effort to make provincial staff aware of the continuing challenges facing community schools and their learners, encourage thought-provoking discussion, and consider how the midline recommendations can inform their own work.

Challenges

The primary challenge this Quarter involved finalizing logistics for the Year 4 Performance Evaluation data collectors' training and data collection in three provinces. Due to various conflicting events and activities, identifying available data collectors from national and provincial MESVTEE offices proved difficult. While TTL managed to secure four data collectors for Eastern and Southern provinces, the Muchinga team only consisted of three members. Data collection at community schools encountered standard challenges, such as difficulties finding the schools and long travel distances, communicating the interview questions in local languages, and being able to find and interview the Zonal In-service Coordinator in a timely fashion.

PLAN FOR NEXT QUARTER

Plans for next quarter include the following:

Community School Teacher Continuous Professional Development

- Training of PESOs, PRCCs, SESO-ODLs, SESO-Languages, DRCCs, ZICS and HTs in Stepping Stone Literacy Phone Training. This includes an expansion of training activities to 4 additional provinces
- Training of Community School Teachers in the Stepping Stone Literacy Phone Training (new districts).
- Vernacular endline data collection
- Distribution of eEGRA Instruct Activity Booklets
- CPD Strategy review meeting

Education Leadership & Development

- Collect documentation on training of ZICs from Provinces and Districts where eEgra training of Trainers has been conducted.
- Get eEGRA Instruct returns and reports from districts on learners assessed by ZICs using eEGRA Instruct
- Distribute Literacy Activity handbook for Teachers
- Conduct visits to districts to monitor training of ZICs and check on software operation and sort out any operational and installation problems.
- Monitor assessment of learners by ZICs using eEGRA Instruct.
- Monitor use of School Based Assessment and implementation of homework policy in community schools and use of other TLMs distributed by TTL.
- Monitor ZICs activities, including regular monitoring and support to Community Schools, and the assistance to PCSC in the design and implementation of School Improvement Plans.
- Work with MESVTEE, Step Up and Provincial Outreach Coordinators on Data collection on community schools to harmonize with exiting MGE EMIS data.

Mobilize Partners, MGE, Private Sector and Community Groups

- Production / Recording of Community Mobilization Radio Program
- Start of Community Mobilization Radio Program in 2 languages/provinces.
- Monitoring of School Improvement Plan implementation by ZICs
- Review and finalization of Symposium Report with partners.
- Submission of report to MGE. Dissemination to PEOs.
- Seek private sector support to Community Schools (meetings with selected companies).

Scholarship Support to OVCs

- Collection of learner performance for Term 3
- Training of peer educators and study group leaders in help desk and safe clubs peer educator training
- Provision of remedial support to learning circles and study group participants
- Continued monitoring of activities
- Provision of teaching support to guidance teachers and teacher mentors
- Rewarding best performing teachers in safe clubs and study groups
- Monthly and quarterly review meetings with partners

Research and Evaluation

- In the next Quarter, the TTL research and evaluation team will be fully engaged in data analysis and report writing for the Year 4 Performance Evaluation. Preliminary planning for the endline and final year of research and evaluation activities will also continue.

B. ADMINISTRATIVE

The new TTL Copperbelt Provincial Outreach Coordinator (POC) Ms. Felistas Moono started working on first of August 2015 in TTL Ndola office, after a week orientation in TTL Lusaka office.

TTL Muchinga Provincial M&E Assistant has resigned and left his post on 30 September. He will be replaced by the end of October 2015

TTL received a response from USAID on our request for a budget modification. Management and financial teams have worked on finalizing the budget while addressing USAID/Zambia feedback and comments. It will be finalized and re-submitted shortly.

IV. CHALLENGES AND PLANNED RESPONSE

Challenge:

The main challenge encountered this month was the implementation of the new protocol for scholarship payments. The protocol prevents new payments to schools which had not fully documented and retired previous payments, and the verification of the presence of all beneficiaries at the time of payment. Although this has been efficient to monitor beneficiaries attendance and to ensure that they receive their full entitlements, this has been extremely time consuming and has again stretched TTL human resources to its limits as this often involved several visits to some schools.

Planned response:

As school management teams become familiar with TTL procedures, and as TTL has cleared all payments with the vast majority of the schools, next year payments should be easier.

V. ANNEXES

1. Success Stories
 2. TTL FY16 Work Plan
 3. List of Secondary Schools monitored during the quarter.
 4. Examples of Lusaka Province DEBS quarterly reports on Community Schools support.
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