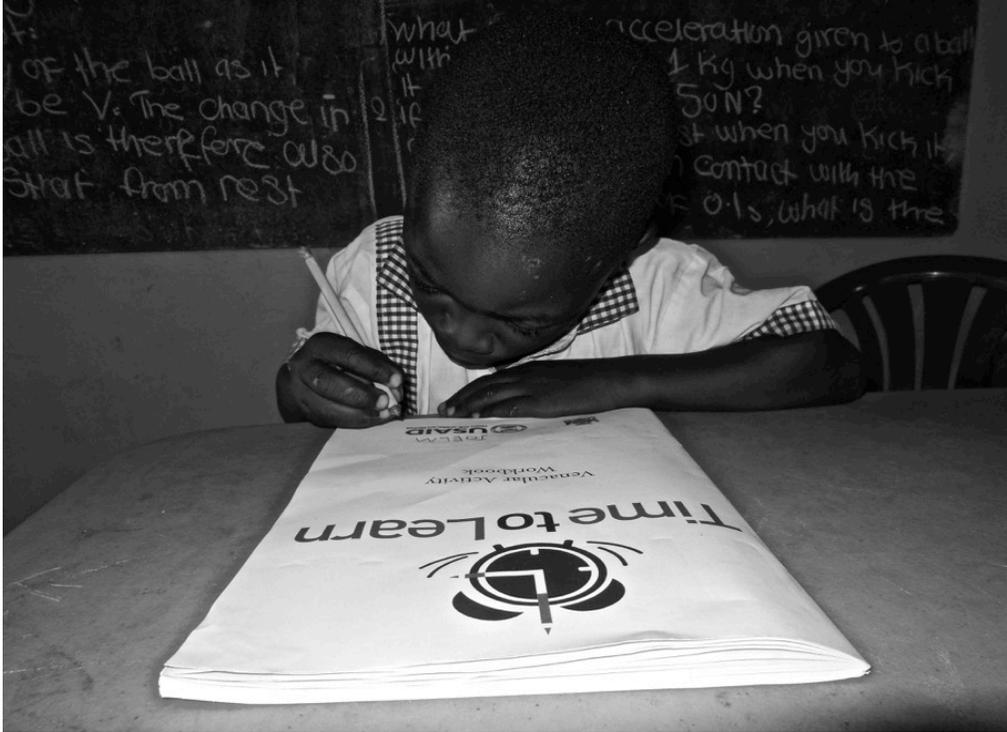


Education Development Center
Time to Learn Project
QUARTERLY REPORT
1 October – 31 December 2015
FY 2016 Quarter 1
Contract No. AID 611-C-12-00002



Prepared for:
USAID/Zambia

Prepared by
EDC – TTL and submitted to USAID on 30 January, 2016



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ACRONYMS AND ABBREVIATIONS

ARH	Adolescent 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
ESO-GI	Education Standards Officer- Guidance
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
ODL	Office of Distance Learning
OGCS	Operational Guidelines for Community Schools
OVC	Orphans and Vulnerable Children
PEO	Provincial Education Officer
PCC	Project Coordination Committee
PCSC	Parents Community School Committee
PESO	Provincial Education Standards Officer
PLP	Primary Literacy Program
POC	Provincial Outreach Coordinator
PRCC	Provincial Resource Centre Coordinator
RTS	Read to Succeed Project
SAfE	Student Alliance for Equality
SCOPE	Standards-based Classroom Observation Protocol for Educators
SBC	School Based Selection Committees

SESO	Senior Education Standards Officer
SIP	School Improvement Plan
TESS	Teacher Education and Specialized Services
TTL	Time to Learn
TLC/TGM	Teachers Learning Circle / Teachers Group Meeting
TLM	Teaching/Learning Material
USAID	United States Agency for International Development
VDC	Village Development Committee
WASH	School Water and Sanitation and Hygiene Education Project
ZIC	Zonal In-Service Coordinator

EXECUTIVE SUMMARY

The onset of the first quarter of the FY16 year was an intense period that set the stage for what will be the last full programmatic year for the Time To Learn (TTL) project. The beginning of FY16 saw continued trainings of administrators and teachers in phase 2 of the early grade Stepping Stone phone training, additional training of administrators and teachers in the use of the eEGRA Instruct assessment tool, additional material support to community schools with the provision of the eEGRA Instruct Activity Booklet, the completion of the Vernacular pilot study data collection, monitoring of secondary schools and support of learners in academic preparation especially through study groups and safe clubs. The quarter also saw the launch of TTL's radio programs that focus on literacy as well as the final analysis of the year 4 performance evaluation and continued dissemination of the midline evaluation results.

The first quarter has undoubtedly set the tone for what is expected to be a successful year 5 of the TTL project and its interventions.

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 General Education, (MoGE) 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, MoGE 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 MoGE to:

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

II. PROJECT ACHIEVEMENTS DURING THE REPORTING PERIOD

Major Achievements

The following were achieved during the reporting period:

- 1036 Administrators were trained (744M and 292 F)
- 1305 Teachers were trained (721 M and 584 F)
- Vernacular Study endline data collected
- 40 Community Schools were monitored after the Stepping Stone round 2 Phone Trainings
- 138 ZICs (92 M and 42 F + 4) trained in eEGRA Instruct
- Monitoring of 182 secondary schools

Results Table

Notes on the results table:

Revised PMP was submitted to project's COR in late January. Table below uses indicators and targets from the most recent approved version of the PMP. Once the revised PMP is approved, this table will be modified to reflect the new version.

Standard & Custom Indicators	LOP Targets	LOP Results (as at end of Q1)	FY 2016 Target	FY 2016 Prior Results	FY 2016 Quarter 1	FY2016 Cumulative
Number of administrators and officials successfully trained with USG support	5,134 3,294 M 1,840 F	5629 3,960 M 1669 F	840 542 M 298 F	N/A	1,036 744 M 292 F	1,036 744 M 292 F
Percentage of zonal, district, provincial and other MESTVEE entities monitoring community schools systematically	80%	94%	80%	N/A	N/A	N/A
Percentage of TTL community schools receiving increased support from the MESVTEE	20%	61%	20%	N/A	N/A	N/A

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%	1.6%	30%	N/A	1.6%	1.6%
The number of learners in TTL supported community schools with reading skill gains	500,000 250,00 M 250,000 F	-	500,000 250,00 M 250,000 F	N/A	-	-*
Number of teachers/educators/ teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support	11266 6634 M 4632 F	11935 6763 M 5172 F	1950 1160 M 790 F	N/A	1305 721 M 584 F	1305 721 M 584 F
Number of textbooks and other teaching and learning materials (TLM) provided with USG assistance	400,000	402,657	-	N/A	-	-
Number of Parent-Teacher Associations or Similar "School" governance structures supported with USG assistance	6100	5354	850	N/A	-	-
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	443,755** 219,860M 223,895 F	500,000 250,000 M 250,000 F	N/A	-	-
PEPFAR: # of beneficiaries served by PEPFAR OVC programs for children and families affected by HIV/AIDS	48,000 19,200 M 28,800 F	42394 18,740 M 23, 654 F	8000 3200 M 4800 F	N/A	-	-
Number of teachers in USG supported programs trained in how to support learners psychological well-being	5522 3221 M 2301 F	574 31 M 543 F	950 (630M 320F)	N/A	-	-

*This indicator will be changed in the new revised PMP into two indicators, “Indicator 2.2: Number of learners in TTL-supported community schools who gain the ability to read at least one letter sound correctly” and “Indicator 2.3: Number of learners in TTL-supported community schools who gain the ability to read at least one word correctly”. Indicator 2.2 has a current result of 210,000 learners and Indicator 2.3 has a current result of 55,000 learners. These results are based on the midline evaluation.

**This cumulative number was revised to reflect the true number of learners enrolled in TTL-supported community schools in Grades 1-4 over the course of the project. This number was calculated using total Grade 1-4 enrollment in 2013 and the cumulative Grade 1 enrollment for 2014 and 2015.

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

A. Planned activities for the quarter in review

- Round 2 of Stepping Stone Phone Trainings
- Monitoring of phone trainings
- Follow up on Private Public Partnership Event
- Final Vernacular data collection

B. Actual activities done during the quarter in review

1. Round 2 Phone Trainings (Early Grade Reading Stepping Stone)

After preparations of the Early Grade Reading Stepping Stone phone trainings that took place in the previous quarter, training began exactly at the beginning of this quarter and ran through the early part of November. As in the previous year, TTL’s ambitious plan to train DRCCs, ZICs, and Head Teachers together proved to be successful based on the participation levels in each of the targeted districts where trainings took place. In addition, as part of TTL’s continued efforts to expand its interventions to community schools in the 4 provinces where the project does not directly intervene, namely, Western, Northern, North Western and Luapula, TTL invited participants (DRCCs, the SESO ODLs, the PRCCs, as well as the PESOs) from these provinces as well as exiting provinces to participate in training activities. The following table highlights the districts that were trained during this quarter. In all, TTL trained 26 school districts (including Lusaka district which was split into 9 zones), broken down as follows:

Central province – 6 districts
 Southern province- 6 districts
 Lusaka Province/- Lusaka District- 9 zones
 Muchinga Province– 3 districts
 Eastern Province- 5 districts
 Copperbelt Province-5 districts

TRAINING DATES	DISTRICT (Zones for Lusaka Province)	TRAINING VENUE	STATUS
CENTRAL PROVINCE (6 Districts)			
1-2 Oct	Itezhi tezhi	St. Paul Hall	Completed
5-6 Oct	Kabwe	Kabwe Provincial Resource Center	Completed
8-9 Oct	Chisamba	Chibombo District Resource Center	Completed

19-20 Oct	Luano	Kwesu Kwilala Mansansa	Completed
22-23 Oct	Chitambo	Serenje Provincial Resource Center	Completed
26-27 Oct	Ngabwe	Mombachala Secondary School	Completed
SOUTHERN PROVINCE (6 Districts)			
1-2 Oct	Kazangula	Trekkers Lodge, Zimba	Completed
6-7 Oct	Zimba	Trekkers Lodge, Zimba	Completed
8-9 Oct	Kalomo	Kalomo Resource Center	Completed
19-20 Oct	Pemba/ Sinazongwe	Choma Provincial Resource Center	Completed
22-23 Oct	Namwala	Namwala Resource	Completed
LUSAKA PROVINCE (1 District, 9 zones)			
26-27 Oct	Chikankanta	St. Edmunds Mazabuka	Completed
1-2 Oct	Mumuni Chilenge Matero	Lotus Resource Center	Completed
5-6 Oct	Lilanda	Lotus Resource Center	Completed
8-9 Oct	Central	Lotus Resource Center	Completed
19-20 Oct	Emmasdale	Yotham Muleya Primary School	Completed
22-23 Oct	Emmasdale	Yotham Muleya primary School	Completed
26-27 Oct	Kaunda Square	Yotham Muleya Primary School	Completed
29-30 Oct	Chibolya	Yotham Muleya Primary School	Completed
2-3 Nov	Chibolya	Yotham Muleya Primary School	Completed
MUCHINGA PROVINCE (3 Districts)			
19-20 Oct	Mpika	ICL Catholic Center, Mpika	Completed
22-23 Oct	Mpika	ICL Catholic Center, Mpika	Completed
26-27 Oct	Shiwang'andu	ICL Catholic Center, Mpika	Completed
29-30 Oct	Chama	Chama Resource Center	Completed
EASTERN PROVINCE (5 Districts)			
2-3 Oct	Lundazi	Lundazi Resource Center	Completed
5-6 Oct	Lundazi		Completed
8-9 Oct	Lundazi		Completed
19-20 Oct	Mambwe	Mambwe Resource Center	Completed
22-23 Oct	Vubwi Chadiza	Chipata Provincial Resource Center	Completed
26-27 Oct	Sinda	Sinda Resource Center	Completed
COPPERBELT PROVINCE (5 Districts)			
1-2 Oct	Lufwanyama	Kalulushi Resource Center	Completed
5-6 Oct	Chingola Chililabombwe	Chingola Secondary School	Completed
8-9 Oct	Kalulushi/ Lufwanyama	Kalulushi Resource Center	Completed



Trainee in Mambwe shows off his double syllable slider



TTL Trainer and Project Coordinator reviews an activity booklet with a participant

TTL collaborated fully in this round of training by working even more closely with TESS staff, namely DRCCs and Assistant DRCCs who were co-trainers alongside TTL staff in all districts. Trainers were selected from a pool of DRCCs and Assistant DRCCs that were trained during round 1 in 2014-2015 or during the FY15 programmatic year. TTL used 5 teams of paired trainers who worked simultaneously to ensure that trainings could be completed within the desired time. This strategic decision allowed for information to get to schools more quickly and was done in the interest of improving teaching and learning in all community schools.

2. Monitoring

The Teacher Development Department conducted a monitoring of Community Schools trained in Stepping Stone phone content. The targets were both schools trained in phase 1 and 2 of the Early Grade Stepping Stone Phone training. The monitoring was done in conjunction with ministry officials at provincial level, district and zonal levels.

The purpose of the school monitoring conducted from 16th -- 27th November, 2015 was to:

1. Understand how some schools failed to meet the 16 hours school-based phone training, and then help them identify ways and means of meeting 16 or more hours.
2. To find out how they are incorporating the content in the phone during their planning.
3. To observe the lesson on literacy and give face to face feedback.



Kandulwe Community School grade one teacher with Mr. Valentine Yumba SESO- ODL Copperbelt Province. Photo, Patricia Luhana

Overview of Monitoring Activities:

21 community schools were visited in Central province, while 19 were visited in Copperbelt. Class observations were done in 10 out of 21 Community schools in Central Province and 17 out of 19 on the Copperbelt province.

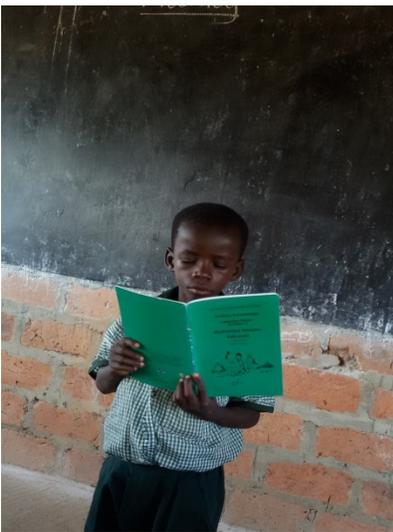
In all the community schools visited, monitoring was conducted by TTL personnel from Lusaka, TTL provincial officers, as well as ministry officials (SESOs, DRCCs, ZICs). Copperbelt Province visits covered the following districts: Chililabombwe, Chingola, Kalulushi, Lufwanyama, Luanshya, Mufulira and Ndola. The Central Province visits covered districts: Itezhi-tezhi, Mumbwa, Serenje, Mkushi, Chisamba, Ngabwe, Luano, Chitambo and Kabwe.

Interviews were conducted with the observed teachers, Teachers in charge/Head teachers to determine their level of awareness of the Early Grade Stepping Stone School Based Phone Training. In addition, class observations of literacy lessons were conducted after which face to face feedback was given to the teacher by the visiting team. The face to face feedback greatly benefited the teachers because it highlighted what the teachers did well, as well as how the teachers could have done things differently in order to improve their classroom literacy instruction. Further, the teams suggested additional video/s to watch on the phones.

In the few schools where the Stepping Stone Phone training was not conducted or did not meet the 16 hour minimum training hour requirement, the team helped the teacher in charge come up with a plan on how to meet the 16 hours in the near future.

Overall Findings

During the class observation of literacy lesson, most teachers observed on the Copperbelt were able to incorporate the ideas from the Stepping Stone Phone content. The activities mostly commonly used were: read alouds, word building, use of syllable sliders/word slider, flash cards, segmenting words into syllables. Other ideas used by some schools were creating decodable text



and conducting guided reading. This was impressive, especially seeing a teacher conducting guided reading to grade 2 learners and the learners demonstrating their ability to follow along. In this instance, when a learner experienced difficulty or got stuck the teacher was able to break the word into syllables to help the child read.

Most teachers observed doing read alouds were using TTL materials including story cards and CASAS books.

In most schools, teachers were oriented on the phone content, except for those new teachers who had recently joined.

The Stepping Stone phone content is being incorporated into literacy instruction. This was evident when checking the lesson planning in schools where observations were conducted as well

as when the text file on the phones was referenced. Indeed it appears as if the teachers in community schools have embraced the new technology and are putting it into practice successfully.

Challenges Uncovered during Monitoring:

- Course materials for Literacy term 3 grade 2 are not yet in schools
- Some schools do not give learners opportunities to read books on their own, even though they have received books both from government and TTL.
- Some schools are still unable to meet the 16 hours of training
- 3 schools have not yet trained the teachers on Stepping Stone Phone Content
- Absenteeism of learners, and in some instances, teachers as well
- There were some few community schools who were having challenges incorporating ideas from Stepping Stone and could not use the PLP approach effectively in delivering literacy lessons in grade 1 and 2. This occurred in schools where it appeared school level training was subpar.

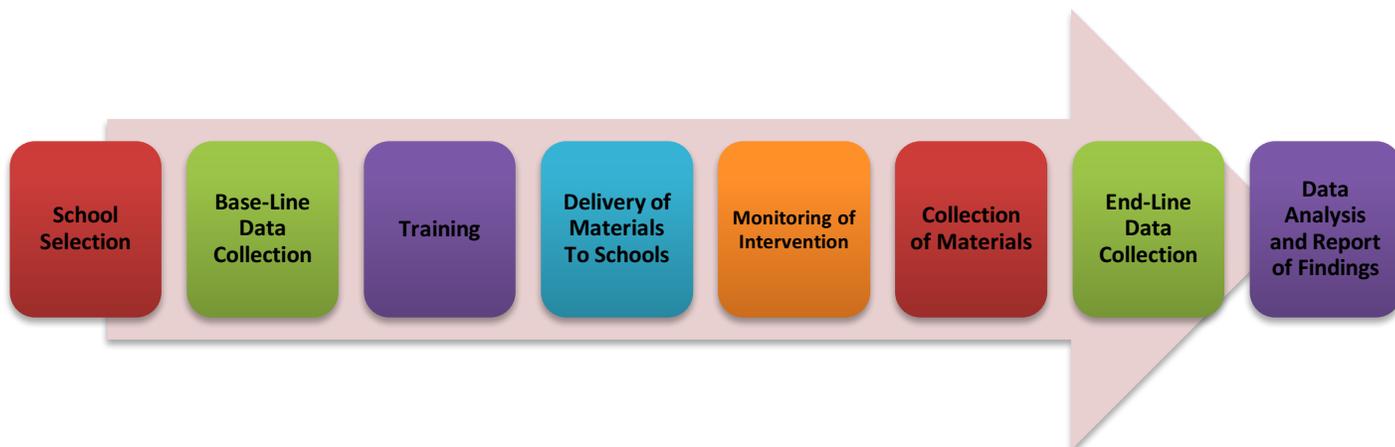
Recommendations from Monitoring Visits:

- TTL will continue to work with ZICs to promote the retraining of some teachers.
- In the next and final round of training TTL will orient ZICs on how they can help community school teachers use the materials distributed by both the government and TTL more effectively
- TTL will focus more in the next and final round of trainings on guided reading.
- TTL will incorporate additional information to ZICs on PLP given that many are new and were not involved in the lower grades.

3. Final Data Collection Vernacular Pilot Study

Background

As a reminder, 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 a phonics-based approach to literacy. Vernacular is a teaching and learning aid which can be based on paper or 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 report 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. It was done in 30 schools; 10 received paper-based Vernacular, 10 received tablet-based Vernacular, and 10 schools were control schools with no Vernacular intervention. The study has a series of phases which are shown below which began in April of 2015 and concluding in December 2015:



PHASES UNDERTAKEN IN Q1 FY 16:

- Phase 5: Final Monitoring of Intervention
- Phase 6: Collection of Loaned Materials for All Schools
- Phase 7: End-Line Data Collection
- Phase 8: Data Analysis and Report of Findings

PHASE DESCRIPTIONS

Phase 5: Final Monitoring of Intervention

Monitoring activities took place during both Quarter 3 and Quarter 4 of FY15. The final round of the monitoring was completed in Quarter 1 of FY16. These activities included completion of the Vernacular Monitoring tool which periodically checked learner attendance, Vernacular Observation Tools, Vernacular Logbook record keeping, and teacher interviews coupled with classroom observation to determine the fidelity of implementation of the respective treatment types. Two TTL UNZA graduate interns were trained on how to conduct monitoring visits and collect monitoring data for use in the research study. The activities at control schools were limited to discussions about other TTL literacy interventions and tracking learner attendance.

During the monitoring activities, many issues unrelated to Vernacular arose which were reported to the TTL Teacher Development Team. Some of these issues include the following:

1. Almost every school in the sample was independently monitored by either the ZIC or DRCC for the respective area. These monitoring visits usually included a discussion based on the use of the Stepping Stone phone or the National Grade 1 Competency Exam.
2. Most schools closed for more than a month during Term 3 due to teachers going to other schools to supervise national Grade 7 and Grade 9 exams.
3. Out of the 30 schools monitored who received the Stepping Stone Phone in February of 2015, 8 Stepping Stone Phones were not available.
4. 8 Grade 1 teachers changed and 6 Head Teachers changed since the Base Line in May 2015.

Regarding Vernacular, monitoring activities uncovered that use of the materials was inconsistent with training received and that learner attendance was very poor across the three treatment groups.

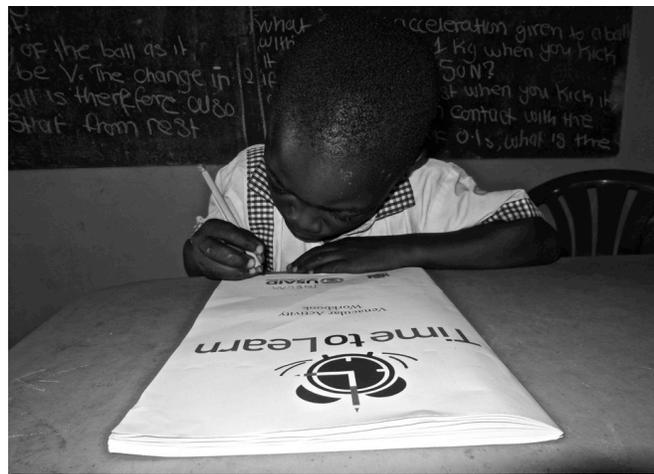
Phase 6: Collection of Loaned Materials from Study Schools

During this phase each school was visited to collect all of the tablets, chargers, power strips, registers, logbooks, and Vernacular Observation Tools. Samples from each school workbook were collected and the remaining workbooks were left at the school for further use. All material was collected for analysis and redistribution purposes.

All other materials were recovered and repackaged for distribution to participating schools that followed the guidelines of the use of the materials during the Pilot Study.

Phase 7: End-Line Data Collection

This phase included 2 UNZA EGRA assessors, 3 DRCCs, and 1 ESO-GI. All of these assessors received a 16 hour refresher training on protocols for conducting the eEGRA assessment and general data collection ethics and logistics. The refresher training included a practice visit to a nearby community school and 3 rounds of Inter-Rater Reliability (IRR). All of the assessors selected received an IRR score of 89% or higher against a gold standard.



Learner using vernacular workbook. Photo credit Maeve Bartlett

These assessors were rotated based on their respective districts with the exception of the UNZA assessors who conducted assessments in all three districts at all 30 schools. A total of 653 eEGRA assessments were conducted against the 746 from the Baseline. Some of these learners were the same and had attendance and Vernacular usage tracked, while others were replacements for those learners who stopped coming to school, transferred schools, or were absent for any reason on the day of the assessment.



All of the data collection was done electronically on tablets and was synced to a cloud system for data analysis at a later time. The data collection took place over 13 days and included a team leader who arranged the data collection logistics and administrators, teacher interviews as well as monitored the administration of the

eEGRAs. In addition to the eEGRA, learners were assessed on their ability to use the Vernacular materials and whether or not they got the correct answer when completing the activities.

Below: UNZA eEGRA assessor conducting research on learners' use of the Vernacular materials in Chilanga, Lusaka. Photo by: Maeve Bartlett



Below: Learners receiving thank you exercise books and biscuits for their participation in the eEGRA assessments in Chilanga, Lusaka.



Phase 8: Data Analysis and Report of Findings

The initial steps in data analysis were completed in this quarter including data entry into the Vernacular Database for learner attendance and Vernacular usage. All materials were scanned and uploaded, in addition to a hard copy reference on file. The data analysis and report of findings, including a cost-benefit analysis, will be completed in Q2 FY16.

Numbers for Activities Undertaken

# of Participating Schools	# Of Learners Assessed using eEGRA Instruct	# Of Monitoring Visits Conducted by TTL Staff	# Of MESVTEE Conducting eEGRA Instruct	# Of Monitoring/Data Collection Visits Conducted by MoGE	# of Individuals trained (16 hours) on eEGRA Instruct	# of Teacher Interviews conducted
30	653	30	4	19	6	29

4. Challenges

This quarter saw several challenges in three specific areas namely that of conducting trainings in several provinces simultaneously, challenges uncovered during the monitoring visits, and the completion of data collection for the vernacular pilot study. In the former, logistical issues always arise especially during a period of intense load-shedding in Zambia. The unpredictable scheduled load shedding made it difficult to anticipate when and where trainings would be impacted, especially when electricity is important for some of the training activities.

Regarding challenges uncovered during monitoring, particularly related to teachers not using the materials consistently, there is a constant need for the project to retrain on literacy, given the high mobility of teachers in community schools. Lastly, absenteeism and staff changes may also have an impact on the findings of the vernacular pilot.

5. Plan for next quarter

- The final phase of data analysis and report on findings will be completed in Q2 FY16 for the Vernacular pilot study. This includes input from EDC home office, TTL employees in Lusaka, and the Vernacular research and evaluation team.
- CPD strategy completion
- Training of ZICs and Zonal Heads in Guided Reading and Coaching
- Competency Framework developed
- Distribution of school level training certificates
- Distribution of eEGRA Instruct Activity Booklets

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

Activities conducted during the quarter

Support to PCSC and design of School Improvement Plans: During the reporting period, ZICs have monitored PCSCs to provide guidance in the implementation of their School Improvement Plans (SIP).

After the series of training conducted in 2013 and 2014 for PCSC members, TTL's strategy is now to provide onsite support to PCSCs by helping them design a SIP, and to help PCSC monitoring 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.

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

eEGRA Instruct Activity booklets (1307) were distributed to Head Teachers, ZICS, DRCCs, and others during the round 2 Stepping Stone Phone Trainings.

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

Activities conducted during the quarter:

PEOs and DEBS have continued to train ZICs on the eEGRA instruct instrument and TTL collected updates on and documentation of these training activities. Overall in this quarter 138 ZICs have been trained in eEGRA Instruct. See table on next page.

Table: ZICs Trained in eEGRA Instruct

ZICS TRAINED IN eEGRA Instruct					
PROVINCE	DISTRICT	MALE	FEMALE	UNIDENTIFIED GENDER	TOTAL
Central	Chitambo	4	0	0	4
	Kabwe	3	4	0	7
	Serenje	9	1	0	10
Copperbelt	Lufwanyama/Kalulushi	11	4	0	15
Lusaka	Chilanga	2	3	0	5
	Chirundu	3	1	0	4
	Shibuyunji	2	0	0	2
Eastern	Chipata	10	11	0	21
	Petauke	21	6	0	27
Southern	Monze	10	8	0	18
	Pemba	8	3	4	15
Muchinga	Mafinga	3	0	0	3
	Chinsali	6	1	0	7
TOTAL		92	42	4	138

The ELM Specialist conducted monitoring visits to Muchinga province districts from 4th October, 2015 to 10th October, 2015 to monitor training of ZICs and checked on software operation and sorted out operational and installation problems. The districts included Mpika, Shiwangandu, Chinsali, Isoka and Nakonde. In Mpika 60 learners were assessed. 11 out of 22 ZICs had been trained and the remainder would be trained soon after the phone training by keeping the ZICs for an extra 2 days. In Shiwangandu, 9 ZICs had been trained and the remaining 3 would be trained soon.

The ELM Specialist conducted refresher training in eEGRA Instruct for the DRCC and her Assistant for Chinsali district who had indicated that they had problems with using eEGRA Instruct.

The ELM Specialist has continued to mentor ZICs in using the eEGRA instruct instrument. In Mpika, Chalo and Malunga Community Schools were visited. In Shiwangandu, Kasashi and Chiseko Community Schools were visited. In Chinsali St John's Community school was visited. In Nakonde, Ituntu and Mafwa Community Schools were visited while in Isoka Figolo and Kaumba Community schools were visited. In each of the Community schools visited, 8 (4M, 4F) learners were assessed by ZICs using eEGRA instruct.

The ELM Specialist conducted monitoring visits to Copperbelt Province districts from 18th October, 2015 to 23rd October, 2015. These included Chingola, Chililabombwe, Kalulushi and Mpongwe districts.

In Chingola, Isubilo and Kasompe Community schools were visited. In Chililabombwe, Samaritan and Lubengele Catholic Community Schools were visited. In Kalulushi, Tatawaluse and St Nicholas Community Schools were visited. In Mpongwe Lord's Harvest and Kabya

Community Schools were visited. In each of the schools visited in the province, 8 learners were assessed by the ZICs using eEGRA Instruct.

In the districts visited, performance of learners was discussed and during the discussion of the analysis reports, teachers were shown how to use the *Literacy Activity Handbook for Teachers*. Performance of learners, especially in Kalulushi, was quite good and this was attributed to interventions by TTL. Teachers asserted that the teaching and learning materials and the phone training were key to improving their results/performance.

The use of eEGRA Instruct to assess learners by ZICs was conducted in all the districts visited.

The ELM Specialist also conducted monitoring visit to Central Province from 1st November, 2015 to 6th November, 2015. Districts visited included Serenje, Mkushi, Kapiri Mposhi and Kabwe. With local ZICs, he monitored assessment of learners by ZICs using eEGRA Instruct in all the districts visited. DRCC and ZICs were shown how to use the *Literacy Activity Handbook for Teachers* when discussing the analysis report with the teachers after assessing the learners. In Serenje, Ngala, Buingo, Ipila and Handbar Community schools were visited. In Mkushi, Ntekete, and Chabwino Community Schools were visited. In Kapiri Mposhi, Kankolo and Malokota Community Schools were visited while in Kabwe, Buyantanshi and Family Future Community schools were visited.

In the Community Schools, the ELM Specialist also verified the existence of school improvement plans, use of school based assessment booklets, use of enrolment forms and attendance registers and discussed these with head teachers.

Achievements / Lessons learned

ZICs that are trained in eEGRA Instruct are able to conduct assessments and they have found the tool very useful, although transport challenges are reported as hindering their ability to visit more schools.

A number of DRCC and ZICs are not able to trouble shoot when they have a problem with eEGRA Instruct software. For those visited during the monitoring, they were assisted and problems were sorted out. However, there is great need to teach them how to trouble shoot and make the software work. As this would greatly help with sustainability, this will be introduced in the next round of training targeting ZICs. Teachers are requesting for more teaching and learning materials. However, with phone training and distribution of the *Literacy Activity Handbook for Teachers*, they are able to make teaching and learning materials using locally available materials.

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 beneficiaries served by PEPFAR OVC programs for children and families affected by HIV/AIDS

Deliver Scholarships to OVC

In the period under review no scholarships were paid out because all payments had been completed by the early August of 2015. In this period, more attention was paid in collecting scholarship retirements/documentation from Southern, Eastern, Northwestern, Central, Lusaka, Copperbelt and Muchinga Provinces of Zambia. Provincial teams worked with Ministry of Education teams and CAMFED staff to collect outstanding scholarship paperwork to support the expenditure. TTL continues to use its scholarship tracker which lists all the supporting documents supporting scholarship expenses for each individual beneficiary, and all documentation collected during the quarter were entered into the tracking system.

1. Strengthen the help desk/SAfE Clubs

In the period under review, three planning and review meetings were held with CAMFED and FAWEZA to review progress in the management and implementation of SAfE Clubs/ Help Desks, as well as study groups and learning circles. In FY16, TTL will hold another training for the SAFE Overseers/Teacher mentors in schools where those who were earlier trained have transferred to other schools.

ISSUES DISCUSSED

Presentation of Concept Note-to the Ministry of General education on issues of girls' education, child protection, the role of community leaders, linkages on issues that affect teenage pregnancies; sensitization on all girls being in school; issues of the GBV Act and Education Act were discussed. In addition, issues on the MOGE's re-entry policy were discussed and it was suggested that the MOGE revive the subcommittee to disseminate the policy guidelines on the management of abuse in schools. Further, it was discussed that guidelines for re-entry should be made available at school level and clearly understood by the school administrators and Parents Teacher Associations (PTA). During the course of further discussion, it was found that in some instances Grant aided schools do not re-enter teen mothers.

The child protection sub-committee met and discussed the importance of harmonizing policies as it was noted that different organisations had different policies on child protection. Members also noted the importance of assigning permanent members to the committee by member organisations for continuity and easy follow up on issues and that the Secretariat circulates a list

of sub -committee membership and Child Fund was tasked to consolidate sub-committee members with PCC and ZANEC membership.

On the way forward, the MOGE is to share clear detailed information on the “Keeping Girls in School Project” a World Bank funded project that will be sponsoring about 14,000 pupils from grade eight to twelve. MOGE should focus on providing responses to the following:

- Will sponsorship be annual? Will it cover a number of years?
- Will bursary support cover the whole country or will be limited to certain provinces or districts?
- Was the 14,000 target set by MOGE or World Bank?
- FAWEZA and MOGE will discuss the running of boarding house
- Civil Society Organisations to meet the PS to discuss boarding houses to include Camfed and FAWEZA
- Camfed and FAWEZA to meet and discuss issues surrounding boarding houses/weekly boarding prior to meeting the PS.
- Camfed to circulate a list of sub -committee members
- Members suggested meeting the minister week beginning 26th October, 2016.

At this time, TTL will be supporting the last cohort of Orphans and Vulnerable children. CAMFED and FAWEZA will therefore concentrate their effort in the Study groups/Secondary Schools.

Monitoring of scholarships and academic performance

In the period under review, eighteen (18) secondary schools were monitored in Northwestern, Lusaka and Central Provinces. The objectives of the monitoring visits were to:

1. To confirm if beneficiaries had received their full scholarship package
2. To verify if the TTL Scholarship beneficiaries are attending Study groups and SAFE club activities on a regular basis
3. To verify if the Health Clubs and Learning circles have reference materials to be used during the weekly meetings
4. To verify whether or not schools received the Study group and SAFE club implementation and coordination funds
5. To verify if CAMFED and FAWEZA have trained/oriented the focal point teachers

Monitoring Visits –Lessons Learnt

- Beneficiaries are receiving their entitlement: school fees and examination fees
- Schools consider support services such as Health club activities and learning circles as TTL activities and not Ministry activities
- Scholarship Beneficiaries performance is often still low.

Table: List of Secondary Schools Monitored Between 1st Oct-30th Dec, 2015

SCHOOLS MONITORED IN QUARTER 2 OF FY2016				
NO	PROVINCE	DISTRICT	SCHOOL	DATE OF VISIT
1	Northwestern	Solwezi	Solwezi	2/11/2015
2	Northwestern	Solwezi	solwezi Technical	2/11/2015
3	Northwestern	Solwezi	Maheba Secondary	6/11/2015
4	Northwestern	Solwezi	Mutanda Secondary	6/11/2015
5	Northwestern	Mwinulunga	Mwinilunga Secondary	3/11/2015
6	Northwestern	Mwinulunga	Lunga Day Secondary	3/11/2015
7	Northwestern	Mwinulunga	Nyangombe Secondary	3/11/2015
8	Northwestern	Ikelenge	Ikelenge Secondary	4/11/2015
9	Northwestern	Ikelenge	Kalene Day Sec Sch	4/11/2015
10	Lusaka	Lusaka	Kamwala Secondary	17/11/2014
11	Lusaka	Lusaka	Munali Boys Sec	18/11/2015
12	Lusaka	Lusaka	Libala Sec School	18/11/2015
13	Lusaka	Lusaka	Lusaka Girls Sec School	21/11/2015
14	Lusaka	Lusaka	Lusaka GRZ Secondary	11/11/2015
15	Central	Serenje	Mupepetwe Secondary	13/10/2015
16	Central	mumbwa	Sanje Secondary	14/10/2015
17	Central	Kabwe	Kalonga Secondary	15/10/2015
18	Central	Lwano	Chikupili	17/10/2015

FAWEZA activities:

The major activities conducted by FAWEZA were monitoring visits to provide technical support to schools on the management of SAfE Clubs and Study groups, and to collect learners' termly results for analysis of performance.

Monitoring Visits

The monitoring was conducted by staff from the National Secretariat, as well as provincial MoGE staff.



Officer talks to TTL supported learners at Gota Gota Secondary on performance during the monitoring visit.

A total of 182 schools (42 in Eastern province, 19 in central province, 19 in Southern province, 45 in North Western province and 57 in Lusaka province) were visited. Overall, the Study groups and SAfE clubs are active though activities slowed down in the third term as it was examination period for national examinations at different grade levels. The monitoring of Copperbelt province and the remaining districts in

Southern and Central provinces will be done in the second quarter in readiness for updating and analyzing data.

Table: Schools monitored

	Province	# Schools Monitored
1	North-western	45
2	Southern	19
3	Eastern	42
4	Central	19
5	Lusaka	57
	Total	182

Performance Analysis

Results from the end of term assessments for pupils were collected during the school visits and the data entry process into the data base is ongoing.

Challenges

As the monitoring was done in the last term of the academic year, the following challenges were reported:

- Some schools found it difficult to have weekly meetings as stipulated in the SAFE club guidelines, mainly due to the tight school curriculum schedule in the third term.
- Some beneficiaries irregularly attended the school-based activities making it difficult for the program to achieve its intended goals. The irregularity in the attendance was mainly attributed to odd hours at which the activities were conducted, e.g., after school hours.
- In some schools, insufficient study materials such as textbook and supplementary readers made the study groups activities challenging.

Recommendation

- Implement the bulk of interventions in the first and second term.
- Indicate to all scholarship beneficiaries that belonging to the SAFE Club and the Study Group is compulsory; failure to attend might lead to exclusion from the scholarship program.

Study Group Support

To improve performance among learners on the scholarship programme at secondary school level, FAWEZA supported the Study Group activities in 326 schools. The groups are composed of 6 – 8 learners, with different abilities and under the coaching of a teacher appointed by School Management who assists them through difficult topics. The concept of the study group is that of peer teaching with pupils taking the centre stage in the whole process. Nonetheless, a teacher is expected to be present regularly and to act as a supervisor and/or referral point, in an event where pupils need clarification in specific issues in a given subject. The arrangement of pupils in study

groups follows that of the zebra principle where the strong are strategically placed with the weak and girls are systematically mixed with boys. A study group concept is different from that of a tutorial group.

Successes

In the quarter under review, a number of successes were noted in different schools. Among others, the following can be highlighted:

- Increased interest in academic activities, resulting in reduced absenteeism; this has in turn improved attendance especially in Day Schools.
- Inculcated leadership skills in group leaders who eventually became school prefects in school.
- Developed team work among members of the study groups.

Recommendation

- The study group activity should be compulsory to all pupils receiving scholarship support from TTL.
- Where possible, provide the groups with text books.
- TTL should ensure examination fees are paid on time for the learners before the deadline in January 2016.

3.3. SAfE Club activity

The Student Alliance for Equality (SAfE) Clubs in 182 schools facilitated the transfer of knowledge on Adolescent Reproductive Health (ARH), children's rights in education, gender, life skills and psycho-social life skills from peer to peer within the club and to the rest of the school members as well as the surrounding community through outreach campaigns. The aim of the SAfE Clubs is to contribute to learner retention through developing their life skills, as well as to educate beneficiaries to protect themselves from HIV and other diseases and to adopt a healthy life style.



Members of the SAfE Club at Chipapa Secondary school

Furthermore, the SAfE Clubs improved the learning experiences of girls, within and outside the classroom by endeavoring to create an atmosphere that promote learners' full participation in the education system as observed during the monitoring visit to schools. The Clubs also serve as a vehicle to assist the girls in developing the life skills they need to confront challenges such as substance abuse, peer pressure, and to build their self-esteem. SAfE Clubs also provide students

with the necessary tools to counteract negative gender attitudes that discourage females' participation in education.

Successes of SAfE Clubs

During their monitoring visits, FAWEZA and MoGE agents observed the following success:

- Reduced numbers of pregnancies among learners who are on the scholarship and/or attending SAfE clubs as compared to 2013 and 2014.
- Peer educators have become more responsible for their lives and others because of their involvement in counselling and referring cases to the teacher/SAfE overseer.
- Improved self-esteem and assertiveness in dealing with issues and increased self-awareness among the pupils which has added value to their lives and self-respect
- Improved menstrual hygiene management.
- Improved self-esteem amongst club members in that they are able to share their experiences and open up to teachers and talk about issues affecting them.

TTL Beneficiaries performance database

The FAWEZA M&E department started the process of updating the database on the performance of TTL-sponsored learners. The data that was collected in the recent monitoring visits will be entered into the database in January 2016. In addition, monitoring for the remaining province (Copperbelt) and districts (in Southern and Central provinces including some schools in Lusaka) should be done in early January 2016 in order to allow for updating of the data and analysis of the same for reporting in mid-March, 2016.

Camfed Activities:

During the first quarter of FY2016, Camfed supported 1,607 students as they prepared for their end of term tests and Grade 12 examinations. Of the 1,607 students, seven sat for their Grade 12 examinations. TTL-supported students participated in World AIDS Day activities across Zambia to raise awareness about the HIV/AIDS pandemic and show solidarity with those affected by the disease. Help Desks and Learning Circles continued to supplement students' regular coursework with additional opportunities for subject matter review and independent life skills classes.

Help Desks & Learning Circles:

Just like FAWEZA, Camfed continued to ensure Help Desks and Learning Circles are active at schools with TTL-supported students. Concerted DOS engagement with schools, including the distribution of comprehensive Help Desk and Learning Circle checklists to Teacher Mentors and/or school administrators, in combination with regular feedback from Camfed National Office staff, advanced schools' implementation progress. As a result of these efforts, this quarter an additional 12 Help Desks and 10 Learning Circles now meet all requirements for active status, bringing the active totals to 102 Help Desks and 97 Learning Circles. DOSs are continuing to support the remaining schools to fulfill implementation requirements.

Learning Circles offer students a formal opportunity to improve their understanding of the topics covered in class, while Help Desks give students a platform to interact and offer practical solutions to issues affecting them and their communities.

World AIDS Day

December 1 marked World AIDS Day, an international opportunity for communities to raise awareness about HIV and AIDS. Students, Teacher Mentors, DOSs, and Camfed National Staff participated in district-level activities alongside stakeholders from district education and health offices. For example, Nseluko Secondary School involved its Help Desk members in the awareness campaign by sensitizing students to HIV transmission, prevention, stigma, myths and treatment. Students then performed songs, poetry, and drama to educate community members, show support for those living with HIV, and remember those who have died from the disease, including some students' parents.

Students at St. Therese Girls' Secondary School led their peers in World AIDS Day activities held in the school's recreation hall. Help Desk member Glenda delivered a strong statement to her classmates, stating, "If you are not infected, you are affected" in a speech encouraging all those present to participate in the fight against AIDS. Help Desk members presented educational songs and poems over the course of the afternoon.

DOS support for TTL Programs

DOSs, introduced to the Camfed Zambia program in February 2015, continue to play an important role in the successful implementation of TTL activities. Feedback provided by the 16 DOSs informed discussions about how to further streamline operational processes among Camfed's district and national staff. At the meeting, held in November, DOSs shared challenges encountered when conducting regular monitoring and strategies for overcoming these challenges.

This feedback enabled Camfed to amend and tailor the DOSs' monitoring packages to include more comprehensive information on the students supported within each district. DOSs also received Help Desk and Learning Circle reorientation trainings and were taught strategies to cascade the knowledge they gained to Teacher Mentors and school staff.

Following the November meeting, DOSs' contributions have continued to add significant value and are central to program implementation. DOSs have supported Teacher Mentors to address attendance issues, facilitated the establishment and enhancement of Help Desks and Learning Circles at schools with TTL-supported students, and contributed timely reports regarding local activities to the Camfed National Office.

Monitoring and Evaluation

This quarter, Camfed monitored 125 schools attended by TTL-supported students. Camfed updated its monitoring systems this quarter by amending DOS monitoring packages. In addition to regularly scheduled monitoring and evaluation visits, DOSs visit every school in their district on a biweekly basis, allowing Camfed to respond to school communication quickly and comprehensively. The full monitoring and evaluation report is provided as an appendix.

Synergy / Cross Sectorial Activities / Participation to sectorial activities:

Care and Support for Teaching and Learning (CSTL) Meeting

On December 14, 2015, Camfed participated in the national review of the Zambia National CSTL model. The model is a guide for the integration of care and support for teaching and

learning. Once implemented, this model will improve both the quality of teaching and learning and the provision of psychosocial support to children. The model includes improving infrastructure, health, safety and protection, the provision of teaching and learning materials, and methods for improving learning outcomes.

Child Protection Sub Committee Meeting

The Child Protection Sub Committee meeting took place October 22, 2015 in order for stakeholders to discuss child protection issues in the education sector. Among major issues discussed was the developed National Child Policy, which participants noted had taken into account emerging child protection issues.

Additionally, CSOs including Camfed reported having retrieved a girl child who was married off illegally; her parent was taken to court. MOGE reported that gender and child protection issues will be better managed in schools with the introduction of longer hours for guidance and counselling sessions. January 2016 Camfed USA Foundation Report to EDC for Q1FY2016 YR4.

Schools and communities have reported that they do not feel well-informed in the re-entry policy and therefore may be unknowingly failing to implement it. Participants at the meeting agreed that translating the policy into local languages would enable local stakeholders to understand it better and engaging traditional leaders, who hold significant influence in their communities, would promote policy implementation. MOGE and CSOs agreed to work in tandem to sensitize schools and communities on the re-entry policy in order to facilitate more effective implementation. Participants also proposed designating a Child Protection Ambassador among members of parliament to push the child protection agenda at the national level. Finally, CSOs requested that the MOGE guarantee that gender issues be taken into account when determining budget allocation.

The Gender and Equity Committee Meeting

Two Gender and Equity Committee meetings were held on 15 October and 10 December, 2015, respectively. Participants discussed key gender issues in the education sector including the National Child Policy, “Keeping Girls in Schools” Project, and teenage pregnancy and the re-entry policy. The National Child Policy (mentioned above) is designed to ensure the protection of children in schools and communities and lessen cases of child abuse. Participants at the October meeting encouraged FAWEZA, Camfed, and the Ministry of General and Education (MOGE) to consider operating boarding houses for students. The policy was approved and is currently awaiting dissemination.

The World Bank’s upcoming “Keeping Girls in School” project will involve the provision of bursaries to 14,000 vulnerable children over the course of a 5 year period. The project will be implemented by MOGE but support from CSOs, especially during the beneficiary screening process, will be needed. The project will target children from households that receive cash transfers.

Participants at the 15 October Gender and Equity Meeting requested solutions from the MOGE regarding its failure to implement the re-entry policy. MOGE proposed to do a circular on non-

implementation of the policy. Others suggested that the proposed circular to be aired for wider coverage and that MOGE place disciplinary measures in the appraisal system on duty bearers who fail to implement the policy.

Plan for next quarter

- Pay scholarships to Orphans and Vulnerable Children
- Verification of Scholarship beneficiaries to confirm if they have progressed to G12
- Intensify monitoring of scholarships and academic performance
- Monitor OVC support services, Adolescent Sexual Reproductive Health Services, HIV Prevention, guidance and counselling in the health clubs
- Strengthen capacity of teacher mentors/safe overseers to use Evidence based Intervention in delivering support services in schools
- Distribute Life Saver Books and Secondary school guides to all schools
- Collect academic performance
- Provide Technical assistance to teachers managing the academic program
- Quarterly review meetings with Partners (MoE, CAMFED, FAWEZA/Other
- Disbursing funds for study group activities for term one.
- Collecting and analyzing academic results for 2015 term 3 from schools during the monitoring visits scheduled immediately after funds are received.
- Supporting weekly SAfE Club and Study Group activities.

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:

Education Meeting with Parliamentarians

TTL attended a breakfast meeting with Parliamentarians at the Radisson Blu Hotel to discuss strengthening of linkages and collaboration with Government Ministries. The meeting also discussed Parliamentarians' support during debates that involved community schools, especially on funding and infrastructure.

TTL Radio Program

Eight radio episodes have been translated from English into the seven major Zambian languages (Bemba, Nyanja, Tonga, Lozi, Kaonde, Luvale, and Lunda). Professional language instructors and translators completed the translations. These eight episodes have a focus on literacy and are primarily targeting parents with school-going children in early grades. Brief summaries of the episodes are as follows:

- Episode 1: Two mothers discuss how they help their child read at home and recognize that it is not solely the teacher's responsibility to teach and help with reading.

- Episode 2: A chief is addressing a village community and encouraging them to be more involved in their children's education.
- Episode 3: Parents are listening to a child read out loud and are discussing the importance of knowing how to read at a young age.
- Episode 4: A child is unable to read and make proper sounds and a parent talks about how it is the parent's responsibility to assist with reading.
- Episode 5: People are interviewed and questioned whether their children know how to read or not and in what ways this can be improved.
- Episode 6: Two mothers are talking about the books and reading materials they try to provide for their children.
- Episode 7: A pupil, who is trying to skip classes, is caught by his mother. She eventually decides to be more aware of her child's attendance record.
- Episode 8: A head teacher is addressing parents and encouraging them to be more involved in their children's schoolwork and he gives instructions on how to help with reading.

The purpose behind these episodes is to encourage parents and community leaders to be more involved in teaching children to read at an early age. The episodes deliver the message via short dramas, dialogues and speeches of respected community members, i.e. a chief or head teacher.

Once the radio episodes were translated, TTL began contacting various radio stations throughout the nation with the intent of having them produce and record the radio episodes in the individual languages. TTL decided to work with smaller radio stations within the different provinces in order to ensure the program would be well received, and also to save on production costs, as these are likely to be much higher in Lusaka. Radio Lyambai, a community radio station Mongu, Western Province was the first radio station to produce and record the eight radio episodes, which was done in the Lozi language.

Shortly after the production had finished the station started to air them in Western Province three times daily for twelve days, beginning December 7, 2015.

The radio station reaches about 700,000 people, who are spread across five districts within province, these being Mongu, Senanga, Kalabo, Lukulu and Limulunga. During the first three days of airing the programs TTL sent a small team to Mongu in order to follow up with the radio program just to verify that the programs were being aired as promised.

TTL took a day to travel to two community schools within Mongu district to sit down with community members and parents to discuss the radio programs. In the first school six male and 10 female parents attended the meeting. Out of these 16 parents, eleven had children who were in grades 1-4. TTL staff and parents listened to three episodes together and discussed the contents and how they believed the community would respond to the radio episodes. One of the parents mentioned that she was unable to read and was not sure as to how to support her child with reading at home. This resulted in other parents giving her advice on how to go about this issue.

In the second school five out of seven parents had children in grade 1-4. The feedback was positive and the parents agreed on how it was important for the parents to be more involved in the education of their children, especially when it comes to literacy.

Plan for next period:

Currently, two other radio stations are producing the same radio programs in Nyanja and Tonga. TTL plans to have Breeze FM air the Nyanja programs in Eastern Province. Breeze FM has the largest coverage in Eastern Province. In Southern Province, TTL will have Mosi-O-Tunya Radio broadcast the episodes in Tonga and in Lozi once the Tonga productions are finished. TTL's plan is to eventually have all the episodes produced and recorded in the seven local languages and have the programs aired throughout all ten provinces of Zambia.

Public Private Partnership

Current Partners:

Currently Time to Learn has only one partner, Total Zambia. Total previously funded a set of community library boxes and sponsored a writing workshop for teachers and will contribute to the publishing of stories created by workshop attendees and their students. In addition, TTL is discussing plans to distribute traffic safety material to selected community schools who currently find themselves in areas of high traffic.

Potential Partners:

To date, TTL has met with two additional potential partners as a result of the Corporate Cocktail event that took place in the previous quarter. These potential partners include ZANACO and Cavmont Banks. On November 4th TTL met with Caroline Handia, the Manager of Corporate Social Responsibility and Corporate Affairs and Joy Sata, the Head of Corporate Affairs at ZANACO Bank. Though a majority of ZANACO's corporate social responsibility (CSR) funding goes towards increasing financial literacy, they do spend 30% of their CSR money in other areas. They were optimistic about the possibility of future support and indicated that they would present the TTL project in their committee meetings on social responsibility and respond to us accordingly.

On November 25th TTL met with Linda Mwenya, the Corporate Relationship Manager for NGO's, Insurance and Pensions, and Mr. Betsy Nkhoma, the Chief Commercial Officer at Cavmont Bank. The team at Cavmont Bank was very receptive to TTL's work, but indicated that the majority of their funding decisions are made in June, so they would only be able to commit a larger amount at that time. They did express the possibility of smaller funding being available after their mid-year budget meeting in December. They also indicated that they encourage their local branches to independently engage in CSR and so there might be a possibility for the project to potentially partner with a local branch in one of TTL's catchment provinces.

Moving Forward:

In the second quarter of FY16 follow ups will be made to both ZANACO and Cavmont as well as other organizations. TTL provincial staff will be encouraged to meet with independent branches in each of their provinces (especially Cavmont) to see if there is a possibility of

partnership within that province. Independent branches could be engaged to help sponsor a potential teacher incentive program in their area.

Lucy Mataka, the CA manager at Barclays Bank, has been contacted as a follow-up to the Literacy Month Cocktail. At the writing of this report she has responded and TTL will pursue a partnership with Barclays in the next quarter.

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

Summary of current activities

In FY2016 Quarter 1, TTL focused on the Year 4 Performance Evaluation, which included preparing and analyzing data, drafting the report, and submitting the draft report for review by EDC HQ. Additionally, TTL began preparing for the Year 4 Performance Evaluation feedback session, which will be held in January 2016. TTL also continued planning for the final year of research and evaluation activities, which will include the endline evaluation and a context study.

The TTL research and evaluation team's primary work this quarter involved cleaning and analyzing Year 4 Performance Evaluation data collected from 14 TTL-supported community schools in the previous Quarter, and preparing the report. A total of 44 interviews and three focus groups were coded and analyzed for content and thematic analysis.

Planning for the endline evaluation has progressed this Quarter, refining budget and timing projections to align to the project closeout schedule and USAID Education Goal 1 measurement guidance.

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

Dissemination of the Midline Evaluation continued in FY2016 Q1 with the Provincial Outreach Coordinator in Copperbelt Province facilitating a meeting for 55 MoGE participants from 10 districts and the provincial-level MoGE office. Audience discussion continued to show high levels of interest in the midline findings and recommendations. Specifically, participants highlighted the encouraging trend of increased MoGE support to community schools and affirmed that increased monitoring of community school teachers, particularly by ZICs, is needed to ensure quality lesson delivery.

Plans for the next Quarter

The TTL research and evaluation team will complete a number of activities in the next Quarter. A feedback session with TTL staff on the Year 4 Performance Evaluation report is scheduled for January. Following the session, written and verbal feedback will be incorporated into the final version of the report. In addition, the context study will be discussed during the Lusaka feedback session and the design submitted to EDC. Investigative work for the context study will begin in

the next Quarter and continue into FY2016 Quarter 3. Preliminary planning for the endline will also continue during the next Quarter.

B. ADMINISTRATIVE

Mr. Peter Mufwinda, TTL Provincial Outreach Coordinator for Southern Province has resigned to join back the Ministry of General Education/Livingstone DEBS. It is expected that a new candidate will be selected in January 2016.

IV. CHALLENGES AND PLANNED RESPONSE

Challenge:

Typical challenges in administering TTL interventions during this period were not uncommon. Specifically, some of these challenges included the logistical planning of activities especially those related to training participants in community schools, communication and identification of participants as well as the realities afflicting community schools (resources, distance, lack of transportation), lack of clear and accurate data and a ministry that is under-resourced (e.g., lack of transportation and or staff).

Planned response:

TTL will continue to support the ministry by providing support, by updating its records, and by providing data. TTL will continue to advocate for the inclusion of community schools in allocation of resources.

V. ANNEXES

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