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**STRENGTHENING EDUCATIONAL PERFORMANCE – UP (STEP-UP)
ZAMBIA PROJECT**

**ANNUAL REPORT
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ACRONYMS AND ABBREVIATIONS

AATAZ	Anti-AIDS Teachers' Association of Zambia
CAMFED	Campaign for Female Education
CLCE	Charles Lwanga College of Education
CPD	Continuous Professional Development
CSEN	Children with Special Education Needs
DEBS	District Education Board Secretary
DSC	Directorate of Standards and Curriculum
EMIS	Education Management Information System
HR	Human Resources
ICT	Information and Communication Technology
L/EMIS	Local / Education Management Information System
LPIP	Learner Performance Improvement Plan
LPIS	Learner Performance Improvement Strategies
M&E	Monitoring and Evaluation
MESVTEE	Ministry of Education, Science, Vocational Training, and Early Education
NCF	New Curriculum Framework
OVC	Orphans and Vulnerable Children
PA	Provincial Advisor
PEO	Provincial Education Office/Officer
PESO	Provincial Education Standards Officer
PMEP	Performance Monitoring and Evaluation Plan
PPP	Public Private Partnerships
PTA	Parent Teacher Association
RTS	Read to Succeed
SPLASH	Schools Promoting Learning Achievement through Sanitation and Hygiene
STA	Sub-task Area
STEP-Up	Strengthening Educational Performance-Up
TTL	Time to Learn
UNAIDS	Joint United Nations Program on HIV/AIDS
USAID	U.S. Agency for International Development
UNICEF	United Nations Children's Fund
ZAMISE	Zambia Institute for Special Education

BACKGROUND

The purpose of the Strengthening Educational Support Up (STEP-Up) Zambia project is to assist the Zambian Ministry of Education, Science, Vocational Training, and Early Education (MESVTEE) to undertake education management reforms to improve learner performance. This annual report summarizes the activities and outcomes of the program's technical services based on USAID/Zambia's education program results framework under Development Objective 3: Human Capital Improved and Intermediate Result 3.1 (IR) – Education Achievement in Reading and Math Improved by 2016. Under this IR, the program specifically addresses three Sub-Intermediate Results (SIRs) which are: (SIR 3.1.1) MESVTEE Systems Strengthened; (SIR3.1.3) Increased Equitable Access to Education; (SIR3.1.4) HIV/AIDS Impact on the Education Sector Mitigated.

Over the course of its three years of implementation, STEP-Up's approach has been to focus on the effective use of existing MESVTEE capacity and the promotion of systems integration to further enhance educational performance. There is not a "one size fits all" approach or model in terms of capacity building initiatives, but rather, a need to resolve educational challenges through the execution of collaborative approaches underpinned by trust and accountability as well as a commitment to a research and learning agenda. In order to address the three SIRs, STEP-Up's scope of work includes the following five task areas:

1. Integrate and strengthen systems for improved decision-making;
2. Promote equity as a central theme in policy development and education management reform;
3. Institutionalize MESVTEE's management of HIV/AIDS workplace programs;
4. Strengthen decentralization for improved learner performance; and,
5. Engage Zambian institutions of higher education in educational research related to school effectiveness and learning achievement

STEP-Up's approach is based on critical assumptions¹ in areas key to the success of achieving expected results such as:

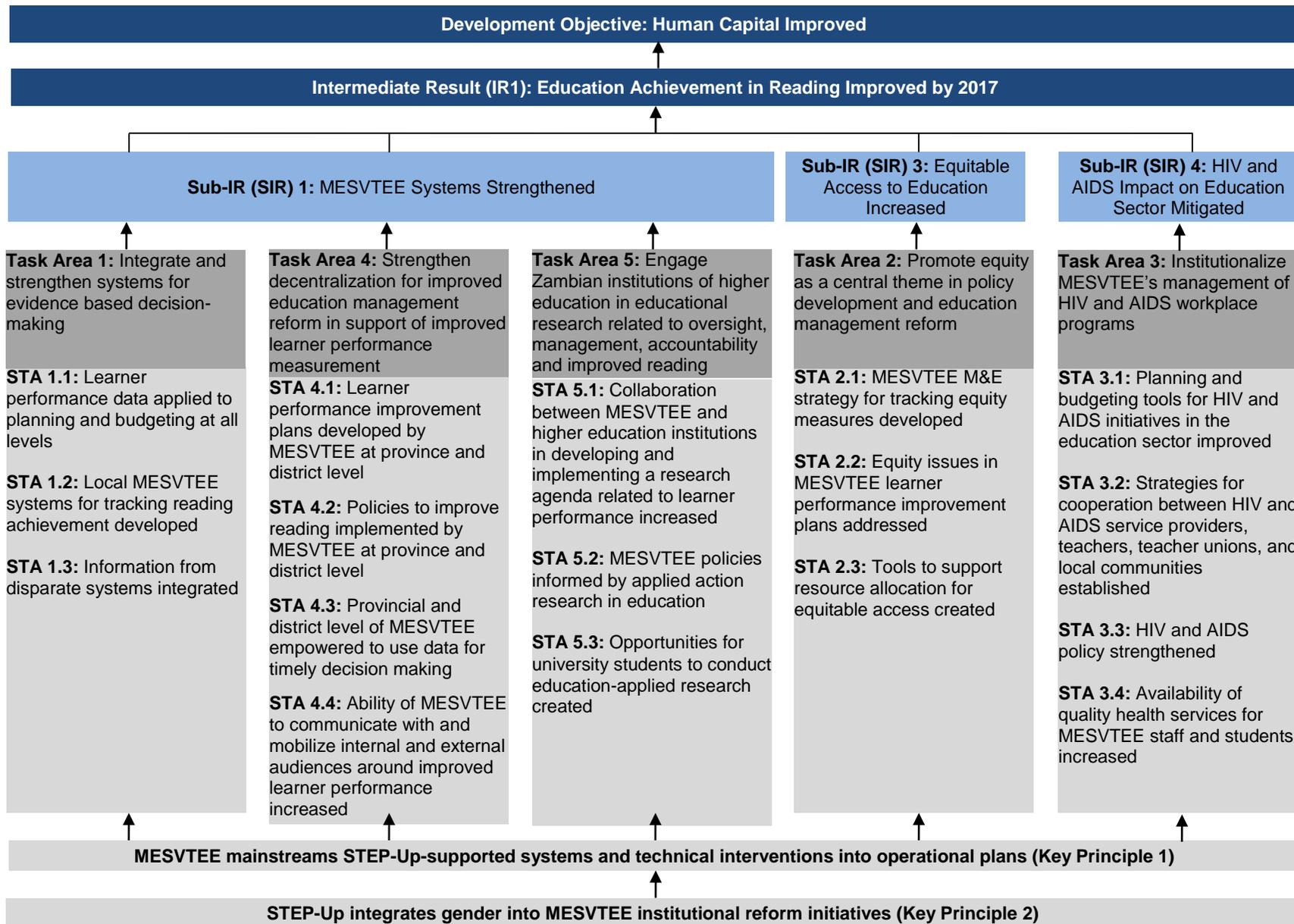
- The MESVTEE (with other donor assistance) moves forward on curriculum reform efforts which include a focus on teaching reading and reading acquisition;
- The primary school language policy (to use local languages in the first years of primary school) is operationalized and implemented;
- The MESVTEE will increase the production and distribution of appropriate reading materials;

¹ USAID/Zambia "2011-2017 Education Performance Management And Evaluation Plan"

- The national curriculum and reading policy will include an increased focus on teaching of reading in the national pre-service and in-service teacher training program;
- GRZ will continue to invest in the education sector, maintaining or increasing its contributions over the next five years;
- MESVTEE implements objectives set in national development plans to include decentralization of education management;
- U.S. Government development assistance funding is sustained; and,
- Cooperating partners continue to support education sector development.

Exhibit 1 below shows in detail how the five task areas respond to USAID/Zambia's Education Program Sub-Intermediate Results 1, 3 and 4.

EXHIBIT 1. STEP-Up ZAMBIA RESULTS FRAMEWORK



EXECUTIVE SUMMARY

Through its third year of operation, STEP-Up facilitated a significant change in the mindsets and practices of individual education officers to overcome some management norms that have undermined performance in Zambia's education system. STEP-Up provincial advisors guided all 10 provinces and 94 out of 103 districts through the strategic planning process --a process which put learner performance at the core of planning and resource allocation. Although STEP-Up advisors provided support, provincial education officers (PEOs) and district education officers (DEOs) were empowered to lead the effort. PEOs and DEOs set their own reading targets and the practical steps needed to progress towards their goals. Through this process, MESVTEE officers at all levels were able to pinpoint actions they could and should implement to effect change, including identifying necessary policy reforms and determining how to reallocate existing resources to better focus on learners. By the end of Year 4, the ministry's provincial officers will support the remaining districts.

During this quarter, STEP-Up consolidated partnerships and consensus with the ministry and facilitated a planning process that helped education managers at all levels better focus and track existing resources toward learning outcomes. For example, under Task 3, STEP-Up reached 39,901 people which constitute 80% of the target population. Under Task 3, the project reported not just HIV/AIDS counseling and testing but training of parasocial workers in prevention messaging, policies, planning, and training-- reflecting progress towards supporting teachers and pupil learning.

At the end of year 3, project performance reflects strong progress toward changing attitudes via:

- Sixty-Seven (67) local policies enacted by the ministry to support the revised curriculum, such as homework policy and remedial classes for struggling learners.
- Fifty-three (53) out of ninety-four (94) district and province strategic plans rated higher in quality than plans from the year before based on the LPIS scoring rubric.
- Over three hundred and fifty (350) officials and administrators trained in effective management and strategic planning through decentralization and data analysis and management.
- Twenty-two thousand nine-hundred and nine (22,909) people reached with HIV and AIDS preventative interventions against a target of 20,000, an achievement that STEP-Up attributes to strong buy-in among district level managers.
- Five hundred and thirty-three (533) community health and parasocial workers completed a pre-service training program against the target of 500 for year 3.

- Twenty-five (25) learners completed education research internships against a target of 18 for year 3.

In addition to these highlights, STEP-Up Zambia supported the MESVTEE’s launch of the *Let’s Read Zambia* mobilization campaign at the central ministry and all 10 provincial education offices during 2014. The Directorate of Standards and the Curriculum Development Center took the lead on these milestone events, and worked through five different sub-committees to ensure wide participation and ownership of the events. With STEP-Up Zambia’s technical and logistical support, the Minister of Education launched the campaign in the presence of a broad group of education stakeholders and leaders including the United States Chargé d’Affairs, the USAID Mission Director, private sector leaders, cooperating partners, university representatives and other national education stakeholders and media outlets. The launches proved to be the ideal forum to help rally the education sector around the new curriculum roll-out and reinforce the importance of parents, teachers and private sector engagement in early grade reading.

As part of STEP-Up Zambia’s support to improve monitoring of education management practices, PEOs in nine (9) provinces (Lusaka, Eastern, Luapula, North – Western, Central, Western, Muchinga, Northern and Southern) completed a survey to determine how many districts were conducting continuous assessments at the school level, as required in the revised curriculum in first grade. Based on the 53 districts that responded, the PEOs determined which districts are complying with the required assessment timetable. The project was then able to correlate their performance with DEBS with a track record of strong management and continuous improvement strategic plans. Out of the respondents, Mwinilunga, Mwasabombwe and Nchelenge districts have the best data tracking records among the fifty-three (53) districts that reported data. These districts reported that over eighty (80) percent of schools are tracking reading levels at the required intervals per term (week 5, 10 and 13). These ad-hoc surveys are important for the Directorate of Standards to perform in order to correlate policy reform with effects on learner performance. Continual monitoring of the application of policies will provide necessary feedback to the Central Ministry to guide their support of districts in the roll out of the revised curriculum across the 103 districts in Zambia.

Task 1 - Integrate and Strengthen Systems for Improved Decision-Making

Under Task 1, STEP-Up assists the Ministry of Education, Science, Vocational Training and Early Education (MESVTEE) to strengthen information management systems so that education managers at the district and provincial level can use data more effectively to guide planning and decision-making, improve schools and improve learner performance.

Sub-task Area 1.1: Learner Performance Data Applied to Planning and Budgeting at All Levels

Within this task area, the project improved data reporting by: repairing EMIS functions, increasing data storage by expanding the database to include new districts,

improving data analysis through ministry endorsement of DMCs, and elevating data use for decision making via joint bi- annual reviews.

Education management information system (EMIS) 2013 data published on-time:

During the period under review, the project provided technical assistance to the MESVTEE through international consultant Dr. Chien-Li Chung. As part of the assistance, eight EMIS personnel were trained on the principles of data quality control, internal cross-checking of school data and preparation of data tables to produce the updated reports for the 2013 Education Statistical Bulletin using the existing Ed*Assist software system. As a result of the training, the bulletin was produced and shared in early 2014, providing timely and accurate data to education administrators to inform planning and resource allocation.

National database enhanced to track schools in the newly created districts: With the creation of new districts, the ministry's EMIS had to be updated to take into account these new geographic units. Through the ongoing technical services in database management provided by a short-term technical specialist, the project supported the inclusion of 30 new districts in the official database. Expanding the database to house new districts and the schools within them facilitates equitable and accurate tracking of learner performance, national averages and trends in learner performance.

Data Management Committees (DMCs) at provincial and district levels integrated into the ministry's monitoring and evaluation mechanism: With the endorsement of the MESVTEE Permanent Secretary (PS), STEP-Up Zambia assisted in revising ministry plans to align DMCs to the ministry's Monitoring and Evaluation Technical Committee (METC). The METC monitors policy goals and links DMCs under their mandate as subcommittees in order to enhance the efficiency of these existing bodies in using data to inform decision-making. STEP-Up Zambia provided technical support to revise terms of reference (TOR) for the DMCs at the provincial and district levels.

Provincial bi-annual review meeting utilized as forum to report progress against strategic plans: During the bi-annual meetings held in July 2014, STEP-Up Zambia provincial advisors engaged provincial leaders to discuss progress on how measures to track learner assessment were being supported, implemented and internalized among the districts. For the first time, provinces and districts referred to their respective strategic plans to discuss progress against performance targets. In the case of North Western Province, all secondary schools developed strategic plans, which aligned with district and provincial strategic plans. This achievement demonstrated effective leadership and supervision from the Provincial Team, which integrated local priorities into their own plans. It also showed that the ministry appreciated and had owned strategic plans as an effective management tool for improving learner performance by prioritizing activities based on data and resources.

Sub-task Area 1.2: Local MESVTEE Systems for Tracking Reading Achievement Developed

Reader performance data instruments collected from 40 districts: As part of STEP-Up Zambia's work with DMCs described above, the project collected one hundred and seventy nine (179) different assessment instruments used to assess reading proficiency

in the ten provinces. The analysis of the assessment practices identified four distinct areas of data collection in which the instruments were being applied by provincial and district level officers. These areas are learners, teachers, school infrastructure and textbook availability.

STEP-Up promoted awareness on learner performance at the level of the national policy. STEP-Up Zambia participated in the preparations for the 2014 MESVTEE Joint Annual Review (JAR) through school field visits by three STEP-Up Zambia members of staff and the Project Director from headquarters. The visits, which were carried out from 2nd to 5th June 2014 involved Western, Southern and Muchinga Provinces. The goal of the visits was to collect evidence on whether or not there had been improvement in learner performance following the implementation of the policy on learner assessment. In the case of primary schools, the field visits focused on sampling reading results from public, community and private schools in at least 3 districts per province. With the support of the USAID funded Read to Succeed and Time to Learn projects, a condensed version of the early grade reading tool was developed in each of the seven official local languages to measure the level of proficiency in reading in Grade Two. The data collected were compiled and included as part of the JAR reports for each province. STEP-Up Zambia staff worked with their counterparts in the analysis of the field visit results and the publication of the final draft report presented at the Joint Annual Review conference held from 17th to 19th June 2014.

STEP-Up Zambia is beginning to work through the provincial data management committees (DMCs) to position them to serve as hubs for data analysis and dissemination. With support from the DMCs, education managers at district and provincial levels are able to access and use data more effectively to guide planning and decision-making. The focus is on how to improve learner performance through better teacher training, roll out of the revised curriculum as well as better education management and supervision based on results.

Task 2 - Promote Equity as a Central Theme in Policy Development and Education

Under Task 2, STEP-Up Zambia promotes equity as a central theme in policy development and education management reform. The project works with the MESVTEE to improve equity for all learners, especially girls, rural residents, poor children with special needs, and orphans and vulnerable children (OVC). The goal is to ensure that all learners can 1) access quality and relevant education, 2) progress at even rates through the Zambian education system, and 3) achieve comparable learner outcomes. Activities to achieve Task 2 objectives are integrated to the fullest extent possible in all STEP-Up Zambia task areas.

STA 2:2: Equity issues in MESVTEE strategic plans addressed

STEP-Up Zambia assisted the MESVTEE to refine its HIV and AIDS Policy to include the needs of learners through a collaborative meeting involving the MESVTEE and other key stakeholders in the education sector, OVCs, and children with special education needs (CSEN). The policy articulated how the OVCs and

CSENs would receive counseling and psychosocial support, protection from discrimination, safe spaces, recreation resources and material and educational support.

STEP-Up Zambia facilitated the review of the strategic plans to address equity issues in each provincial strategic plan. In response to significant dropout rates, the Muchinga Province reviewed its provincial strategic plan to address and provide solutions to address this issue. As a result, the provincial strategic plan and seven district strategic plans have included a theme on “Support Services,” under which specific interventions for OVC and CSEN care and support were initiated. The expressed desire was to make sure that there is a system in place to ensure that supported OVCs remain in school and perform well. In Northern, Southern and Copperbelt provinces, STEP-Up Zambia assisted the MESVTEE at provincial level to include equity interventions focused broadly on gender-specific actions.

- In Mpulungu, Mbala, Kaputa and Luwingu Districts of Northern Province, the MESVTEE improved their strategic plans to include specific thematic areas on supporting learners and promoting children’s right to education with specific provision for children with special education needs. This development will enhance access to quality education for all children in the province.
- In Southern Province, the PEO instructed his staff to include equity in their strategic plans so that children with special education needs (CSEN) can also be included in the province’s priority areas. Inclusion of this category of children will generate renewed efforts in the implementation of specific activities aimed at effectively addressing the unique challenges faced by children with CSEN.
- In Copperbelt Province, STEP –Up Zambia worked with the Senior Education Standards Officer (SESO) for Guidance and Counseling to review the provincial strategic plan. The SESO found that equity issues were not sufficiently addressed. In addition, exams analysis and resource allocation tracking for children with special needs was not being conducted. The highlighted gaps would be included in the LPIS.

The project continued to collect equity-related indicators through its work in the education sector. Gender-disaggregated data were collected through the Project’s internal education statistical bulletin, which includes disaggregated data on key education indicators. The progress made by the project in the education sector has cross-cutting impact on both genders and all members of the education community throughout the country.

Furthermore, districts presented reports on the following activities which are happening in their respective districts for possible solutions and lessons learned:

- Monitoring of the Special Schools and Special units which had experienced specific challenges which needed to be addressed such as: inadequate teaching and learning materials, inadequate infrastructure and inadequate specialized teachers for CSEN;

- Assessment of teachers in Special Schools/units specifying the number of special education schools available per district as well as the number of trained teachers in special education in the respective districts in relation to the number required;
- Monitoring of teachers in ordinary classes for effective curriculum delivery and checking if they were executing inclusive education activities such as preparation of the Individualized Educational Programme (IEPs.) The findings indicated that teachers were not practicing inclusive learning, there were no IEPs for pupils with learning difficulties and nothing was done to identify specific academic learning difficulties in the five key areas of spelling, mathematics, language, writing and reading;
- Training of thirty-five (35) special education needs coordinators (SENCOs) in May 2014 in Kalulushi district and nineteen (19) SENCOs in Mufulira district;
- Eye screening of grade one pupils conducted in Mufulira and Kalulushi districts with help from Sight Savers. Two hundred and fifteen (215) pupils were given reading glasses/ spectacles after the screening exercise was implemented in collaboration with Ministry of Health personnel from local health centers; and,
- Successful sourcing of special education materials by Kalulushi, Mufulira and Ndola districts from Teacher Education and Specialized Services (TESS) through the Curriculum Development Centre.

Task 3 - Institutionalize the MESVTEE's Management of HIV and AIDS Workplace Policies

Under Task 3, STEP-Up Zambia works with the MESVTEE to address the negative impact of HIV/AIDS and ill-health on access to quality education. HIV and AIDS-related illnesses took the lives of about 31,000 Zambians in 2011 (UNAIDS, 2012), and many teachers and pupils are absent from school because they are managing their illness or that of a family member. STEP-Up is assisting the MESVTEE to develop and implement HIV and AIDS workplace policies to mitigate the impact of HIV and support teachers and pupils in living healthy lives.

STA 3.1: Planning and budgeting tools for HIV and AIDS workplace initiatives improved

As part of overall systems approach, STEP-Up Zambia actively worked with the ministry to expand its outreach to sensitize, test and counsel teachers and communities in North Western, Northern and Western provinces. The specific outcomes of the outreach exercise were:

- In North Western Province, STEP-Up Zambia guided the Provincial Education Office (PEO) in prioritizing its HIV activities, including budgeting from the ministry's allocation to the province to make activities more sustainable. Arising from this guidance, from funding received during the first quarter of

2014, the PEO purchased food supplements worth ZMW 5,000 (five thousand Zambian Kwacha) for teachers living with HIV and AIDS;

- In Northern Province, STEP-Up Zambia worked with the DEBS for Luwingu, Kaputa and Mbala Districts through targeted meetings to encourage the allocation of resources for educational activities on HIV and AIDS;
- In Western Province, with the support of STEP-Up Zambia, district officials monitored the implementation of HIV and AIDS activities, such as teacher support groups in Lukulu, Shangombo and Senanga districts. During this exercise, it was revealed that Human Resources Officers dealing with HIV and AIDS programs were not acquainted with the management of HIV and AIDS activities and interventions in the education sector. Consequently, the DEBS in the respective districts initiated orientation and training programs on HIV and AIDS for district education board staff and focal persons in schools.

STA 3.2: Strategies for cooperation between HIV and AIDS service providers, teachers, teacher unions, and local communities established

Local NGOs, contracted by STEP-Up Zambia, conducted training sessions for parasocial and community health workers. A total of 533 (M: 236/F: 297) persons were trained as parasocial workers. Of these, 69 were drawn from Muchinga, 116 from North Western, 88 from Luapula, 84 from Copperbelt, 87 from Western and 89 from Southern provinces. Parasocial workers enhance the capacity of the social service system to meet the needs of the vulnerable populations through connecting people to existing services and creating community level systems for identifying and meeting urgent needs of affected individuals and families. The participants for training included personnel from the DEBs office, guidance and counseling teachers from primary and secondary schools and members of the Network of Zambian People Living with HIV (NZP+). The participants underwent three days of training to equip them with skills and approaches to serve the vulnerable infected and affected with HIV. Specifically, they were trained on how to provide care and support services including helping them understand the psychological challenges experienced by persons living with HIV, solutions to the challenges as well as available referral services for appropriate treatment, care and support.

Teacher support groups formed and motivational speakers trained. Towards the end of the year, the procurement process for the selection of sub-contractors for formation of support groups and motivational speakers' cultivation was completed. The teacher support groups, when formed, will provide safe spaces for teachers living with HIV to support each other and cope with their status, following counseling, by sharing experiences and providing mutual support. The teacher motivational speakers, once identified and trained, will increase the visibility of teachers living with HIV in order to help reduce stigma in the education sector.

STA 3.3: Strengthen HIV/AIDS policy

MESVTEE re-engaged STEP-Up to provide technical assistance in finalizing the National HIV and AIDS Education Sector Policy which had been submitted to the Zambian Cabinet Office for approval in the last quarter of 2013 but had been returned to the MESVTEE for revision.

STEP-Up Zambia facilitated a two-day policy review meeting with representatives from two MESVTEE directorates, the Curriculum Development Center, three teacher unions, the Anti-Aids Association of Zambia (AATAZ), UNICEF and USAID-funded projects *Read to Succeed* and *Time to Learn*. At this meeting, participants addressed all the concerns raised by Cabinet Office. The meeting also reviewed and updated the HIV and AIDS strategic plan and the implementation guidelines which were being developed by MESVTEE to ensure consistency with the National HIV and AIDS Education Sector Policy. After the meeting, MESVTEE through the Directorate of Planning, updated and submitted the document to Cabinet Office for final approval and dissemination.

STA 3.4: Availability of quality health services for MESVTEE staff and learners increased

Planned and implemented health fairs. Through local subcontractors, STEP-Up Zambia implemented forty-two (42) teacher Health Market Fairs (HMFs) in forty-two (42) sites at zonal schools. The activity covered Southern, Western, Muchinga, Luapula and North Western provinces. In all, 20 districts (4 districts per province) were served with HIV counseling and testing (HCT) and standardized prevention messaging. The three sub-contractors implementing the HMFs were Anti AIDS Teachers Association of Zambia (AATAZ) in Muchinga and North Western provinces, Primary Health Care Education and Training Trust (PHCETT) in Southern and Western provinces and CHAMP Health Solutions (CHAMP) in Luapula province. The individuals targeted included teachers, education sector staff and family members. The HMFs availed a mobile point for provision of services and brought together teachers, their family members, community members, learners with HIV and other health service providers. By design, the Health Market Fairs were conducted to reach as many participants in the selected communities as possible, thereby multiplying its impact in the district.

The Health Market Fairs were held between 9th August 2014 and 27th September 2014 and provided HIV prevention messaging as well as HIV Counseling and Testing services. A total of 22,909 individuals received HIV messaging during the fairs. Of these, 6,023 individuals were in Luapula, 3,761 in Muchinga, 5,194 in North Western, 3,726 in Southern and 4,205 in Western provinces. The learners were the majority at 13,324 attendees, followed by the community members (including teacher spouses and family members) at 6,829 and finally teachers at 2,756. The targeted population was reached with interventions in small groups consisting of no more than 25 individuals. People were grouped according to status (teachers, learners and community members) so that they would be able to interact and discuss issues freely. In addition to abstinence, the HIV prevention messaging also focused on the key factors that drive the AIDS epidemic in Zambia's education sector as identified by the 2009 KAP survey. These messages included low perceived risk of becoming infected with HIV; multiple and concurrent partnerships amongst staff and their partners; inconsistent condom use based on trusting one's partner; practice of dry sex and cultural barriers to negotiating safer sex; intergenerational sex; lack of regular testing to know status and make adjustments in behaviors and practice of high risk behaviors among HIV positive staff.

The HMFs were successful since they were targeted at underserved communities in mostly rural areas where the nearest health service facility was over 10 km away from

the zonal school. For instance in Nteko zone in Nakonde district of Muchinga Province, the nearest clinic was 45 km away. As a result of hosting the Health Market Fairs there, the Ministry of Health started engaging the area Member of Parliament to create a health post in the Nteko Community.

The lessons learned from the first round implementation in 2013 were incorporated in the provision of HIV Counseling and Testing during the Health Market Fairs. For example, there were separate booths for teachers, learners and community members; hence, it was possible to assure confidence, comfort and confidentiality for all the participants. A total of 16,318 individuals accessed HIV and AIDS testing and counseling and received their results at the health market fairs. Of these, 1,897 were in Luapula, 3,008 in Muchinga, 4,412 in North Western, 3,334 in Southern and 3,667 in Western province. The learners comprised a majority of the attendees with 7,706 attendees, followed by community members (including teacher spouses and family members) at 6,876 and teachers at 1,735. A total of 622 (M: 173/F: 449) individuals in all the five provinces presented sero-positive status and were referred to the nearest health facilities for further diagnosis, ART treatment and care.

Task 4 - Strengthen Decentralization for improved learner performance

Task 4 is central to STEP-Up Zambia's focus on strengthening the functions of operational units at all levels of the educational system, which places the student at the center of education management reform. The Decentralization sub-task has continued to focus on supporting the PEOs and DEBs in implementing their learner performance improvement strategies by operationalizing management tools, modeling best practices, and demonstrating results through documentation. The provinces and districts developed a number of tools (strategies, policies, guidelines) to enhance oversight and management, and the next step would be to support them to move from just *developing* the new metrics of management performance to *applying* them and reporting the changes (improvements) in learner performance, particularly in literacy. STEP-Up Zambia's theme for Year 3, "making things stick," was the drive behind all interventions with the ministry at all service delivery levels.

STA 4.1: The MESVTEE develops learner performance improvement strategic plans at provincial and district levels.

During the period under review, STEP-Up Zambia continued to work with the Directorate of Curriculum & Standards and management units at provincial and district level to develop and implement policies, strategies and operational plans and tools to improve learner performance. This involved the finalization of the learner performance improvement plans that were started in the previous year, as well as the development of plans for the districts that had not been covered in the previous year.

The project worked with the provinces and districts mainly through the provision of quality assurance with regards to process and end products. A quality assurance rubric was therefore developed by STEP-Up and shared with the provinces and districts for use in benchmarking the quality of strategic plans and providing guidelines on the minimum standards of quality for a learner performance improvement plan. Following the application of the quality assurance rubric, districts that observed that

they did not meet the quality standards took it upon themselves to review their plans in order to meet the desired quality. The rubric was adopted by the provinces and districts and continued to serve as a guide in the development, review and finalization of learner performance improvement plans (LPIP).

By the end of year under review, all ten provinces had developed and finalized their LPIP's and seventy districts had developed and finalized their plans, while eleven districts had draft strategic plans.

STA 4.2: The MESVTEE implements policies to improve reading at provincial and district levels

In an effort to strengthen the oversight role of the Directorate of Standards and Curriculum over the reading reform efforts, STEP-Up Zambia convened a team meeting from January 29-30, 2014, during which the strategic direction for improving decentralized management functions was discussed. The exercise included analyzing and synthesizing reporting and communication practices and protocols across national and provincial levels of governance to help the Directorate develop an overall strategy and tools for effective implementation, monitoring and reporting on progress and results of the strategic plans' implementation. During the meeting, participants identified the weaknesses of the existing monitoring and reporting processes, practices, tools and templates. As a result, STEP-Up Zambia supported the development of 3 new tools to support improvements in performance management: a **target setting tool, reporting guidelines**, and an **abbreviated operational plan**. The tools were made use of during the process of developing annual work plans and budgets.

The practice by provincial and district education leaders to develop and implement local policies, guidelines and tools to support the implementation of the LPIP's was strongly adhered to in the year, indicating a shift in practice and increased ability to address local problems through the development of local solutions. Ten local policies and guidelines were developed, finalized and made use of at provincial and district level during the year under review. The specific major outcomes were:

- The management and supervision of teachers by their head teachers and district standards officers in North Western Province was stronger through local policies and practices, such as the fortnightly monitoring of teachers by their supervisors to ensure that lesson plans were being prepared;
- In Lusaka Province, teachers with a background in the primary reading program (PRP) were assigned to teach Grade One classes in the Luangwa and Chongwe Districts, while the implementation of policies such as remediation, log-in and log-out for teachers and lesson attendance registers were formulated for implementation in all the districts of Southern Province;
- The Provincial Education Officer of Luapula Province issued a policy directive calling for fewer term-time meetings that took teachers away from the school, so that they could spend the required number of contact hours with pupils in a bid to improve learner performance; and,

- Kapiri Mposhi District Education Board with the participation of parents and local union leaders put in place a local policy to manage the transfer of teachers in order to ensure that schools (especially early grades) were not left without teachers as a result of frequent requests for transfers out of the district.

STA4.3: Provincial and District level MESVTEE empowered to use data for timely decision making

Having supported the development and review of the LPIS's in the earlier years, the project's need to generate evidence about their use was cardinal in Year 3. In this light, a rubric to monitor the implementation trajectory of the LPIS's was developed to: (a) generate evidence about the implementation of the LPIS (or lack of it) in provinces and districts through a self-assessment approach; (b) generate information that can provide insights into leadership and management practices as well as strengths and weaknesses; and (c) empower provinces and districts with the kind of information that would support evidence-based decision making around several aspects related to management and leadership practices as well as LPIS implementation.

In June 2014, provincial and district education leaders and STEP-Up Zambia Provincial Advisors collectively monitored the implementation of LPIS plans as well as made observations on prevailing leadership and management practices. Instead of relying on opinions, the sixty-six (66) districts that were collectively visited and assessed against the rubric had the opportunity to rely on the first-hand data to inform decisions on how the strategic plan implementation process could be strengthened. From the data, provincial and district leaders were able to identify strengths and weaknesses with regards to their management and leadership practices, and formulate appropriate strategies to respond accordingly. For instance, STEP-Up supported the Muchinga PEO to carry out an assessment of four districts, namely, Isoka, Nakonde, Mpika and Mafinga. The subsequent score from the monitoring exercise showed that two of the districts scored 10 out of 38 possible points --which is very low for districts that started the strategic plan development and implementation process as far back as 2012. This revelation, through experiential learning, helped the PEO and provincial team to refine their management tool and provide targeted and structured support to improve the performance of the particular district.

The most important element from this exercise was that the provinces and districts had in their possession information on how they were faring in implementing and applying their new metrics of management performance. They can on their own observe their performance changes; appreciate the strengths and challenge; use the information as a source for peer to-peer learning; enhance leadership and supervision; and more importantly get into the practice of collecting data and using the same to support decision making.

STA 4.4: Communications

Media Sub-committee meetings and short term interventions on the revised new curriculum: The STEP-Up Zambia communications team also participated in the development of a concept note for short-term curriculum interventions in collaboration with Irish Aid, UNICEF and Zambia National Education Coalition. The

team developed the concept note as a joint mechanism to unify efforts to support the MESVTEE to inform, mobilize and educate both internal staff and external audiences about the benefits and advantages of the new curriculum during the first month of its roll-out. A multi-stakeholder approach to sensitisation will be needed to ensure maximum impact is achieved within the shortest possible time and with minimum resources. Three of the planned activities include workshops for the media on the new curriculum, TV and radio programmes, as well as provincial and district meetings which began in April 2014. STEP-Up will take advantage of the media workshops to lobby support to kick-start the launch the *Let's Read Zambia* campaign in all the ten provinces of Zambia.

The *Let's Read Zambia* national reading campaign, launched in 2014, falls under the project's scope of work deliverable to mobilize 'public opinion and action around reform of the education system, focused particularly on the improvement of learner performance and reading'.

Following the official launch of both the revised curriculum and *Let's Read Zambia* campaign, in early 2014, the ministry, with support from STEP-Up, replicated the events at the provincial and district levels. This effort began with a two-day media workshop in Kabwe for media outlets across Zambia. Over fifty (50) media organizations were in attendance, including forty (40) community radio stations, provincial TV stations and print media.

STEP-Up took an active role in the planning process for the launches, including drafting an overall budget that indicated the financial commitments required from the Zambian government and its partners. STEP-Up also took the lead in drafting communications materials in support of the launch, specifically: information packs given to all the participants on Day 1, including an updated *Let's Read Zambia* campaign one-pager; an updated STEP-Up Zambia brochure; and, a new FAQ brochure presenting the fifteen (15) most frequently asked questions and answers about the revised curriculum. Further, the project extended its support by covering the cost of the meetings held on Day 1 and the public events held on Day 2 of the launch. The project offered additional assistance by covering the cost of sensitization efforts that fell within the budget and providing a vehicle to transport team members from Lusaka to one of the 3 simultaneous launch sites.

STEP-Up sensitization efforts contributed to the successful launch of the events. In Northern Province, for example, over 600 pupils representing 13 primary schools in Kasama attended the launch. Radio Mano, the local community radio station, carried the event live with interviews of parents and others giving their impressions on the importance of the *Let's Read Zambia* campaign. In Muchinga Province, an influential opinion leader from the Namwanga speaking community who previously had advocated against the use of *iciBemba* as the language of instruction in their schools was finally convinced that despite not being their mother tongue, the revised curriculum, was good for learners even in non-*iciBemba* speaking areas.

Pupil reading demonstrations constituted the main feature on Day 2. In Luapula, these demonstrations included reading in sign language and braille for the hearing and sight impaired. In Mongu, where the launch was attended by the Barotse Royal

Establishment, the exercise showcased Grade One children reading parts of the Bible and textbooks in Silozi.

Another Task 4 SOW deliverable, in addition to the *Let's Read Zambia* mobilization campaign, involves supporting the ministry to develop a communication strategy for Zambia's education sector. This year the draft document was updated in close collaboration with the Public Relations Office, and is awaiting a stakeholder validation meeting and finalization in 2015.

In order to contribute towards the mobilization of additional resources in support of the ministry's efforts, and in line with the project's deliverable on public-private partnerships (PPPs), the project engaged the Centre for the Promotion of Literacy in Sub-Saharan Africa (CAPOLSA) at the University of Zambia (UNZA) to facilitate private sector printing and distribution of their local language readers. STEP-Up Zambia also submitted three articles to the Zambia Chamber of Commerce and Industry (ZACCI) Journal. The articles covered a range of education issues, including the state of schooling in Zambia, early grade reading and the opportunity and benefits of private sector investment. The ZACCI Journal, which is circulated throughout the country and beyond, is a smart channel for reaching leaders in the business community.

Task 5- Engage Zambian Institutions of Higher Education in the MESVTEE Policy Research and Analysis

Under Task 5, STEP-Up Zambia works with the MESVTEE and its education partners to prioritize research to inform improved education service delivery. STEP-Up Zambia is assisting the MESVTEE to develop research practice by promoting the engagement of provincial and district education officers with institutions of higher learning that conduct action research for the purpose of developing responsive local and national education policies.

STA 5.1: Collaboration between MESVTEE and higher education institutions in developing and implementing a research agenda related to learner performance increased

During this fiscal year, STEP-Up facilitated the completion of two studies which focused on the process of teacher training and the literacy development challenges of children. These two studies were conducted by the University of Zambia (UNZA) and the Zambia Institute for Special Education (ZAMISE) after final selection in an open call for proposals from colleges and universities supported by MESVTEE. Following the selection process, STEP-Up Zambia awarded a ZMW 265,684 research subcontract to ZAMISE and supported a cost-shared research study with UNZA. The purpose of the studies are to assist the MESVTEE to work in tandem with higher education institutions to identify the causes of poor learner performance and to guide strategies to improve learning.

The two study policy briefs revealed valuable insights into issues surrounding early grade literacy in Zambia related to knowledge, attitudes, and practices of student teachers, in-service teachers, lecturers of literacy and languages and administrators.

The UNZA study investigated teacher preparation by colleges to teach literacy. The major findings from the study were:

- Seventy-five percent (75%) of 710 learners expressed a lack of balance in the syllabus between preparations for teaching English and those for teaching Zambian languages;
- Sixty-three percent (63%) of learners felt that they were better prepared in teaching methods than in content;
- Ninety percent (90%) of learners defined literacy as the ability to read and write and only twenty percent (20%) of these learners added that this ability should include fluency, interpreting texts, and communicating effectively;
- Approximately ten percent (10%) of learners in the study defined literacy as a process, such as a course or field of study without mentioning the desired outcome of the ability to read. This finding suggests that the majority of pre-service teachers are focused on pupil performance while approximately ten (10%) are only concerned with course completion rather than performance;
- The lecturers at the teacher training colleges identified lack of vital teaching materials as one of the most important challenges faced in teaching pre-service teachers to teach literacy;
- The lecturers were concerned about the mismatch between the requirements of the PLP and the existing syllabi and resources in colleges, which have not yet been updated; and
- Administrators suggested that there was a misalignment between the college curriculum and the national curriculum framework. This development was attributed to inadequate coordination between the Curriculum Development Centre (CDC), the primary schools and the colleges.

The ZAMISE study investigated Literacy Development for Children with reading difficulties: school, home and district analyses. Specifically, the study covered four themes: use of local languages as media of instruction, the teaching of literacy in school, and the management of teaching and learning resources and impact of home life. The study which was carried out in four (4) districts of Lusaka Province, was based on interviews and questionnaires administered in twenty-one (21) government schools and sixteen (16) community schools. Data was obtained from thirty-seven (37) administrators, one-hundred and thirty-four (134) teachers, thirteen (13) parents and one hundred and fifty-seven (157) groups of grade 3 and 4 pupils through focus group discussions. The major findings from the study were:

- Where there was congruence between the languages spoken at home and those in schools most of the respondents generally appreciated learning in local languages in early grades. However, where there was lack of congruence, learners experienced difficulties. In order to address such instances, the study recommended various dimensions of remedial work for the learners;
- With regards to the teaching of literacy in schools, respondents generally reported that learner assessment was not consistently done and neither was the monitoring of teachers in teaching literacy in order to make improvements. The study recommended that: schools should develop individualized learner assessment schedules with remedial support; increase the number and quality of professional meetings for teachers on teaching methods and new literacy

- programs; as well as increase regular monitoring by administrators through individualized educational activities;
- On teaching and learning materials, all the respondents generally linked the lack of adequate reading materials in schools to the poor reading levels displayed by the pupils. The study recommended that:
 - Incentives should be provided for pupils and teachers between and within schools to write local language stories and even to print them;
 - Activities such as reading cycles or child-to-child peer reading, parent child reading days, and e-literacy learning through multiple media such as radio, television, tablet and computer should be encouraged or introduced in schools;
 - Procurement of books should be decentralized;
 - Book tax should be introduced on all products to go towards purchase of materials in public schools; and,
 - Class, school and community libraries should be established.
 - Finally regarding the impact of home life, information gathered from both parents and pupils revealed that parents were not sufficiently involved in monitoring their children’s education in terms of the amount of time and quality of involvement. The study recommended that:
 - Parents/guardians should make follow-ups at schools to check on both formal and informal assessment of reading levels of children;
 - Parents/guardians should spend at least twenty (20) minutes reading time every day with their children;
 - Schools and guardians should jointly design and manage all support mechanisms to help learners; and
 - Community libraries, adult literacy classes, learner support groups and peer reading groups should be introduced.

The results of the two studies showed the need for researchers in the education sector to prioritize the learner as the center of all research activity in the school, home and college. In the third quarter of the year under review, STEP-Up Zambia, with support of UNZA and ZAMISE, disseminated the study results to the major stakeholders in the education sector including staff of the Ministry of Education, at national, provincial and district levels. Arising from these dissemination events there has been enhanced understanding by MESVTEE of how applied research can be translated into knowledge for improved policy making. This was evidenced by personal commitments made by staff of the ministry to effect change based on insights from the research undertaken by UNZA and ZAMISE.

STA 5.2: MESVTEE policies informed by applied research in education

STEP-UP Zambia facilitated the commencement of the process of initiating local synthesis of research findings to inform policy decisions. The exercise began with seven provincial meetings held across the country to continue sharing the findings of the studies and provoke internal dialogue of the studies’ implications. This was done through meetings with PEO teams and

Workshop feedback from participants

- *The workshop has developed my skills in report writing and understanding of all task areas*
- *Training was useful and informative*
- *Conducive environment and very informative training*

college staff and in some instances the host district of the PEOs. Among the most notable study implications identified were the:

- Existence of a contradiction between the language of play and the language of instruction in some districts. This is a potential hindrance to the attainment of breakthrough to literacy by learners;
- Teacher Group Meetings were not taken seriously in most schools, hence learners were not accessing the full potential of their teachers;
- Inadequate time allocation to the teaching of literacy, hence learner assessment at week 5 and week 10 was not a true reflection of the learners' competence as expected at that time of the term; and, lack of support for teachers who are not familiar enough with the local language of the school, hence teachers used a mix of whatever local language they were familiar with and English and the school did not stipulate local language.

STA 5.3: Opportunities for university students to conduct education applied research created

The two studies described above leveraged a total of twenty-five (25) internships completed by students and faculty (in study programs) from ZAMISE and UNZA. Twelve students and one lecturer from ZAMISE completed the internship, while 12 Master's degree students from the UNZA School of Education also completed the internship. The exercise involved participation in research design, data collection and analysis in order to enhance skills and practice. It is anticipated that the knowledge and skills gained from this experience will be transferred in the current context as well as in the long run to sustain education practices focused on research.

Monitoring and Evaluation

Develop standard operating procedures (SOPs) for completing source documents to ensure collection and reporting of quality data: This fiscal year, STEP –Up Zambia developed M&E standard operating procedures (SOPs) to improve processes of quality data collection and timely reporting. The SOPs stipulate the different stages of data flow from the field, detailing the roles and responsibilities of staff in data collection, collation, data verification, record keeping and report writing. The M&E specialist shared the SOPs with task team leaders and provincial advisors who agreed to be accountable for the defined roles and reporting responsibilities.

In May 2014, to reinforce the importance and value of timely, consistent and quality reporting, STEP-Up held an M&E training workshop for provincial advisors that were facilitated by task managers, on data management and reporting against the PMEP, work plan and budget.

Furthermore, the training emphasized working with ministry counterparts to improve their processes of collection and submission of data from school, zonal, district and provincial levels. The outcome of the training is evidenced in improved report writing, data collection and analysis, project planning, financial management and meeting reporting deadlines by both project staff and provincial ministry counterparts.

USAID Audit: STEP-UP was visited by an audit manager from the Office of the Inspector General (OIG) mission to USAID/Zambia. STEP-Up was chosen randomly as part of a sample of projects within the USAID/Zambia project portfolio. During the meeting, the manager requested to review supporting documentation for the following indicators from the project's PMEP:

- Number of education research internships completed;
- Number of community health and para-social workers who successfully completed a pre-service training program;
- Number of eligible adults and children provided with a minimum of one care service;
- Number of education officials or administrators and officials successfully trained with US government support.

STEP-Up Zambia produced the supporting documentation to verify reported data and demonstrated that data were properly collected and stored as part of the project's data quality assurance process.

Lessons Learned and Recommendations

- **Lesson Learned:** *Fostering a culture of accountability is necessary for quality data collection at the district level and provincial level to take hold.* The collection and use of data for local policies is part of the mandate for data management committees. It is critical that provincial education officers be seen as leaders in data-based management. With respect to data quality, one of the key challenges is to confirm the master list of schools open in 2014. This is an important exercise for a district office to have completed as a step to know how many schools are on track with performance assessments.

Recommendation: Continue to work closely with ministry headquarters to reinforce supervision of school census through positive incentives (i.e. awards for on time submissions) or corrective actions (i.e. warnings, demotions for missing or fraudulent school data).

- **Lesson Learned:** *Consistent communication with ministry counterparts and commitment of resources for project activities is essential for timely implementation.* STEP-Up Zambia provincial advisors need to continue promoting regular communication and planning based on the existing provincial work plans and specifically sharing project monthly activity planners with the ministry for feedback and consensus. In one instance this year, the Curriculum Development Center (CDC) did not conduct pre-planning activities ahead of a scheduled project activity. Without reconfirmation of staff time and resources for the printing of HIV prevention booklets as originally agreed, the activity was eventually cancelled.

Recommendation: Promote quarterly review meetings between provincial education offices and ministry headquarters staff regarding key project milestones and progress to date. Engage the ministry ahead of time, to ensure activities are supported and assumptions on resources, staff time and timetables are clear.

- **Lesson Learned:** *Significant policy changes, such as familiar language instruction, shift attention and resources to grades most affected, sidelining curricular needs of learners at other grade levels.* The roll out of the new curriculum in grades 1-4 during 2014 overshadowed needs at other primary and secondary grades. STEP-Up found a great deal of up-to-date information on grade 1 reading levels, but very little on the other early grades during field visits to North Western, Southern, and Muchinga Provinces. Provincial and district staff are better versed in learner performance at grade 1 than at other grades, based on day-to-day interactions with provincial and district staff.

Recommendation: Raise awareness of the different needs for policy discussion at the primary and secondary levels. With STEP-Up Zambia support, the ministry should engage provincial and district level planning officers, standards officers and resource center coordinators to prioritize reporting learner performance of key transition years (7, 9 and 12) as a starting point. The ministry should expand the existing learner performance tracking system to capture not only grade 1 to 4 but secondary grades as well.

ANNEX A AND B. SUCCESS STORIES



SNAPSHOT

Using Local Voices to Boost Literacy

USAID engages local theater groups to foster a culture of literacy in Zambia



Photo:
Tiyeseke Theatre Group performing at a launch in Choma

The Let's Read campaign launch uses community based storytelling, dance and theatre to spread the importance of being able to read.

Choma is a bustling market town in the Southern Province of Zambia, located on the main road between Zambia's capital city, Lusaka, and Livingstone, home of Victoria Falls. A recent migration of government ministries and businesses to Choma has boosted its economic and social profile. However, fewer than 1 in 3 learners in Choma can read at grade level.

One sunny day in June, 2014, the town was particularly lively. Huge crowds of school-goers and community onlookers gathered on the sports field of Choma's Adastra Primary School to participate in the activities of day two of the *Let's Read Zambia* campaign and national curriculum launch. The first day of the launch focused on formal activities to bring Ministry officials and partners together. The second day's events aimed to sensitize the public on the revised curriculum and the importance of early grade reading, and stimulate a culture of appreciation and excitement for reading within communities.

Recognizing the power of story-telling through theatre as a culturally accessible method of communication, STEP-Up engaged the Tiyeseke Theatre Group to convey the power of literacy through a relatable tale about a man and his wife. Before a large crowd, the skit began with a woman receiving a letter from her husband that she is unable to read. An unscrupulous neighbor reads the letter for the wife, misleading her to believe that her husband has divorced her. The woman prepares to move to her parents' home when her husband returns. After hearing about the confusion, the husband and a friendly neighbor, who is attending adult literacy classes at a local school, reveal the true contents of the letter. The skit concludes with a speech on the value of knowing how to read, including in a local language. The friendly neighbor also shows it is never too late to go to school!

The success and impact of these types of cultural events cannot be underestimated, as the storylines developed by the performers demonstrate a deep understanding of the benefits of improved literacy in the community. Connecting to communities in this way helps foster community participation and ownership and drives positive change.

Telling Our Story

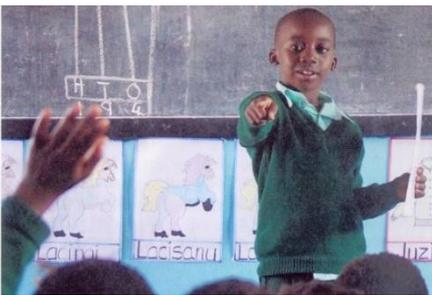
U.S. Agency for International Development
Washington, DC 20523-1000
<http://www.usaid.gov/results-data/success-stories>



CASE STUDY

Improving literacy through mother

A new curriculum and the *Let's Read Zambia* campaign change perceptions to boost learning in Zambia



CHALLENGE Children across Zambia are raised speaking local languages. When they enter the school system, they are exposed to English in the classroom, many for the first time. Children are asked to learn in a language they are unfamiliar with. Many children become withdrawn early on in school, because they are embarrassed or simply don't understand what is happening in the classroom due to the language barrier. Adding to the difficulty is the negative opinion many parents and community members have with regards to teaching in local languages. These early experiences shape children's relationships with schooling. If a child falls behind, they are more likely to become frustrated and drop out of school early. When teachers use familiar languages in the classroom, pupils are much more likely to participate in class and become active, encouraged learners.

INITIATIVE USAID launched the *Let's Read Zambia* campaign in conjunction with a new national curriculum to support local language literacy in schools. The Zambia STEP-Up project developed and disseminated targeted messaging explaining to teachers, parents, and community members the importance of learning to read through local language instruction and having parents read to their children every day.

RESULTS Early concerns about the new curriculum, particularly those surrounding local language instruction, are being replaced with enthusiasm. Parents and teachers now understand that there is strong scientific evidence to support familiar language instruction and that it speeds the acquisition of other subjects, including English. One parent, also the Director at the Kafue Community Radio station, spoke to this change, explaining "Now that we have understood and seen the fruits of this approach, we are very comfortable with this policy." Early results are being observed at the local level, with parents of children enrolled in private school inquiring about how their children can join the public school system to benefit from Zambia's reading revolution. Assessment data is currently being collected and analyzed to see the impact on student performance.

Telling Our Story

U.S. Agency for International Development
Washington, DC 20523-1000

<http://www.usaid.gov/results-data/success-stories>

ANNEX C. ANNUAL STATUS OF M&E INDICATORS

No.	Indicator	Fiscal Year 1		Fiscal Year 2		Fiscal Year 3		Life of Project	Life of Project Cumulative Actual through September 30, 2014	Comments
		1 Oct 2011 – 30 Sept 2012		1 Oct 2012 – 30 Sept 2013		1 Oct 2013-30 Sept 2014				
		Target	Actual	Target	Actual	Target	Actual	Target	Actual	
1*	Increase of 15% in learning achievement in reading at grade 5 by 2017 <i>Collective target across all USAID/Zambia education projects</i>	N/A	35.30%	N/A	--	-	-	40.56%	-	Impact measure indicator – End of project evaluation results
2	Number of laws, policies, regulations, or guidelines developed to improve equitable access to or quality of education services	5	5	40	56	20	10	70	71	Circulars written to the districts to form data management committees, guidelines on the launch of Lets Read Zambia Campaign and assessment data submission guidelines
All Tasks								Pct. Achieved	101%	

No.	Indicator	Fiscal Year 1		Fiscal Year 2		Fiscal Year 3		Life of Project	Life of Project Cumulative Actual through September 30, 2014	Comments
		1 Oct 2011 – 30 Sept 2012		1 Oct 2012 – 30 Sept 2013		1 Oct 2013-30 Sept 2014				
		Target	Actual	Target	Actual	Target	Actual	Target	Actual	
3	Number of MESVTEE districts and provincial offices that have reading tracking targets and tool(s)	0	0	20	51	20	94	60	94	94 management units that have reading tracking tools includes the same 51 that was reported in 2012 -2013.
	Task 1							Pct. Achieved	157%	
4	Number of MESVTEE management units that use reading tracking tools to develop and disseminate reading improvement plans	0	0	46	92	20	16	76	108	
	Task 4			National Provinces	1			Pct. Achieved Provinces	142% 10	
		0	Districts	81	Districts	16		Districts	97	
5	Number of policies developed by MESVTEE as a result of project-supported higher education research activities	0	0	1	3	2	0	5	3	
	Task 5							Pct. Achieved	60%	

No.	Indicator	Fiscal Year 1		Fiscal Year 2		Fiscal Year 3		Life of Project	Life of Project Cumulative Actual through September 30, 2014	Comments
		1 Oct 2011 – 30 Sept 2012		1 Oct 2012 – 30 Sept 2013		1 Oct 2013-30 Sept 2014				
		Target	Actual	Target	Actual	Target	Actual	Target	Actual	
6	Number of education research internships completed Task 5	0	0	12	28	20	25	50	53	
				M F	8 20	M F	7 18	Pct. Achieved Tot M Tot F	106% 15 38	
7	Number of individuals who have received Testing and Counseling (T&C) services and received their test results (PEP) Task3	0	0	25,000	23,936	15,000	16,318	50,000	40,254	
				M F	10,968 12,968	M F	7836 8482	Pct. Achieved Tot M Tot F	81% 18,804 21,450	
8	Number of education officials or administrators and officials successfully trained with US government supported All Tasks	200	425	1,531	2,630	350	484	2,381	3,539	
		M 100 F 100	300 125	M F	1891 739	M F	318 166	Pct. Achieved Tot M Tot F	149% 2,509 1,030	
9	Number of districts tracking resource	0	0	0	0	40	2	83	2	

No.	Indicator	Fiscal Year 1		Fiscal Year 2		Fiscal Year 3		Life of Project	Life of Project Cumulative Actual through September 30, 2014	Comments
		1 Oct 2011 – 30 Sept 2012		1 Oct 2012 – 30 Sept 2013		1 Oct 2013-30 Sept 2014				
		Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	allocation for equitable access to education									
	Tasks 1& 2							Pct. Achieved	2%	
10	Number of districts that apply resources in support of equity	0	0	0	1	40	2	83	3	
	Tasks 1& 2							Pct. Achieved	4%	
11	Number of PPPs1 that have made commitments to support education improvement programs	0	0	0	0	5	2	10	2	
	Task 4							Pct. Achieved	20%	
12	Number of districts generating and disseminating quarterly reports from Learner Performance Tracking system to stakeholders.	0	0	0	0	20	0	40	0	
	Tasks 1& 2							Pct. Achieved	0%	
13	Number of districts and provinces with a DMC whose DMC meets at	0	0	0	0	40	37	51	37	

No.	Indicator	Fiscal Year 1		Fiscal Year 2		Fiscal Year 3		Life of Project	Life of Project Cumulative Actual through September 30, 2014	Comments
		1 Oct 2011 – 30 Sept 2012		1 Oct 2012 – 30 Sept 2013		1 Oct 2013-30 Sept 2014				
		Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	least quarterly to review and analyze data									
	Tasks 1&2							Pct. Achieved	73%	
14	Number of guidelines, policies , advisory memos generated as a result of Learner Performance Tracking system data analyses conducted by DMCs	0	0	0	0	40	0	51	0	
	Tasks 1&2							Pct. Achieved	0%	
15	Number of district / province strategic plans that have rated higher in quality based on the LPIS scoring rubric.	0	0	0	0	65	53	98	53	53 districts scored higher in quality based on project's scoring rubric and LPIS trajectory assessments conducted in 65 districts
	Task 4							Pct. Achieved	54%	