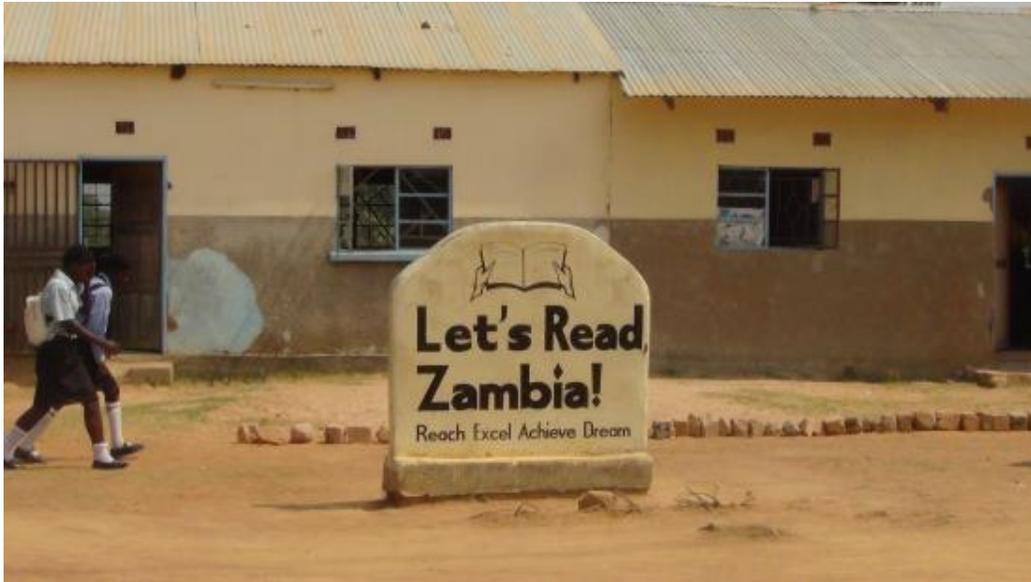




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**STRENGTHENING EDUCATIONAL PERFORMANCE – UP (STEP-UP)  
ZAMBIA PROJECT**



**ANNUAL PROGRESS REPORT  
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Cover photo: *Let's Read Zambia campaign at Mufumbwe Primary School*

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## Acronyms and Abbreviations

AATAZ	Anti AIDS Teachers Association of Zambia
ACS	Annual School Census
COP	Chief of Party
CPD	Continuous Professional Development
DEB	District Education Board
DEBS	District Education Board Secretary
DESO	District Education Standards Officer
DHS	Demographic Health Survey
DMC	District Management Committee
EFA	Education For All
EMIS	Education Management Information System
HEI	Higher Education Institution
HMF	Health Market Fair
HTC	HIV Counseling and Testing
LLPT	Local Learner Performance Tracker (formerly labeled LEMIS)
LPIS	Learner Performance Improvement Strategy
M&E	Monitoring and Evaluation
MDGs	Millennium Development Goals
MESVTEE	Ministry of Education, Science, Vocational Training, and Early Education (as of October 1 <sup>st</sup> 2015 renamed Ministry of General Education -MOGE)
MOGE	Ministry of General Education
MMU	MOGE Management Unit
NIF	National Implementation Framework
OBB	Output Based Budget
OVC	Orphans and Vulnerable Children

PEO	Provincial Education Office
PHCETT	Primary Health Care Education and Training Trust
PLHIV	People Living with HIV
PMTCT	Prevention from Mother To Child Transmission
SADC	Southern Africa Development Community
SESO	Senior Education Standards Officer
SEN	Special Education Needs
SIRs	Sub-Intermediate Results
STEP-Up	Strengthening Educational Performance-Up Zambia
TALULAR	Teaching and Learning Using Locally Available Resources
UNICEF	United Nations Children's Fund
UNZA	University of Zambia
USAID	United States Agency for International Development
ZAMISE	Zambia Institute for Special Education
ZIC	Zonal Coordinator

## **Section I: Executive Summary**

The Government of the Republic of Zambia, through the Ministry of General Education (MOGE), is committed to strengthening oversight functions and accountability in order to ensure the effective delivery of educational services. To support this objective, USAID's Strengthening Educational Performance-Up (STEP-Up) Zambia project is providing technical assistance to produce meaningful and measurable improvement in learner performance in literacy at the primary school level. At the heart of STEP-Up Zambia's approach is the importance of one-on-one relationships at each level of the MOGE leadership structure to create trust in order to affect change in education management practices. This approach is further strengthened by forging national and local partnerships with other stakeholders in the education sector, such as co-operating partners, education implementers and the private sector through public-private partnerships. With support from STEP-Up Zambia, the MOGE is fostering a culture of research, planning and use of relevant data to track improved learner performance, particularly in reading from Grades One to Four.

Based on USAID/Zambia's Intermediate Result 3.1, the STEP-Up Zambia project has focused its work on the following three Sub-Intermediate Results (SIRs): 3.1.1 Ministry of Education Systems Strengthened, 3.1.3 Equitable Access to Education Increased and 3.1.4 HIV/AIDS Impact on Education Sector Mitigated.

Under SIR 3.1.1 Ministry of Education Systems Strengthened, the project has conducted the following activities under Tasks 1, 4 and 5 in the current fiscal year.

Under Task 1, STEP-Up Zambia provided technical assistance in the area of data quality improvement at two levels. At the central level, the project supported improvements to the annual school census questionnaire and the Ministry's Education Management Information System (EMIS). This was done in order to update the data entry modules to produce accurate and useful 2015 census data for the Ministry's planning and monitoring activities. STEP-Up also worked with the ministry to test and roll out a management tool called the Local Learner Performance Tracker (LLPT) formerly known as LEMIS which was used for data collection in 2015 Term 2 in four initial provinces. This was done understand the issues and support the collection of learner grades in the subject areas of literacy, math, social and natural science and ICT. Schools were trained on how to use the LLPT data collection instrument and the associated tool (LLPT) requirements to be able to report their termly results. As a result, the Ministry will expand its capacity to track at a national level both statistical information (access) and learning achievement (quality).

Under Task 4, the project institutionalized a Ministry-led mechanism to track progress of the strategic plans in support of national learning goals to reach one million readers by 2016. During the first and second quarter of the year under review, provincial exchange visits for education managers were conducted to support peer learning as a mechanism for improved internal accountability in the system. Specifically, provincial managers attested to having learnt, adapted

and consequently improved their skills in target setting and tracking learner performance as a key indicator of improved management competence. The success of these peer-to-peer exchanges underscores the importance of learning through hands-on experience to strengthen the knowledge and sharpen leadership and management practices for improved learner performance. Furthermore, such Ministry-led initiatives will ensure the continued monitoring of learner performance improvement strategies (LPIS) that follow the principles and management metrics introduced with STEP-Up support in the first three years.

Also during this period, progress reports from provincial advisors demonstrated ministry ownership of LPISs and the practice of utilizing them at every operational level. As a capstone activity, STEP-Up facilitated a combined training with 62 local champion district managers focused on the use of the LPIS monitoring instrument as well as management and leadership skills to build on their own best practices in using data for effective instructional leadership.

Under Task 5, STEP-Up facilitated the identification of five key strategies for improving the policy and practice gaps in early grade reading at District Education Boards (DEBs), Provincial Education Offices (PEOs) and headquarters levels by MOGE staff. The identified strategies related to strengthening Continuing Professional Development, teacher preparation and placement, school management, curriculum availability and understanding as well as monitoring practices. These strategies were identified through an applied policy research study conducted in collaboration with Higher Education Institutions (HEIs) in 10 provinces, 30 districts and at Ministry headquarters. The strategies should ideally enhance existing policy to improve the responsiveness of decision makers to policy packages and were designed to remedy immediate, short term and medium term challenges experienced by the education system to raise literacy levels. Such collaborative and large-scale initiatives should foster sustained dialogue on education priorities and stakeholder interests for improved accountability to the learner in year 5.

With respect to SIR 3.1.3 Equitable Access to Education Increased, STEP-Up Zambia provided the following results:

Under Task 2, the project completed fieldwork and analysis of the equity gaps in eight provinces. The aim of the study was to raise awareness on equity resource allocations at provincial and district levels in order to develop recommendations that improve equitable access to education especially focused on girls, orphans and vulnerable children. Following completion of analysis, a one-day equity report validation workshop was held with relevant stakeholders to validate findings of the study report. With the support of an international education economist, the project is scheduled to expand on this landmark study findings to help the ministry raise awareness of the most critical equity issues and recommend an increase of resources to support this equity objective. Specifically, the project intends to use a district equity index that will quantify provincial and district level managers' progress in achieving gender parity in girls' education in 2016. Finally, the project also reviewed the Ministry's equity monitoring and evaluation strategy with the aim of improving its overall monitoring and evaluation (M&E) strategy of 2010.

With respect to SIR 3.1.4 HIV/AIDS Impact on Education Sector Mitigated STEP-Up completed this task as follows.

Under Task 3, the project implemented eight teacher Health Market Fairs (HMFs) reaching 18,234 (M:10,611, F: 7,623) participants in zonal schools distributed across Lusaka District in Lusaka Province and Ndola District in the Copperbelt Province. The HMFs provided a mobile point for provision of services including HIV Counseling and Testing (HTC) services, targeting and bringing together teachers, education sector staff, family members, learners, members of surrounding communities, and other health service providers. Project-led monitoring of the activity indicated that HMFs are an effective avenue for reaching out to a large number of teachers, learners, and the surrounding communities with HTC and other health services in one single event.

Furthermore, the project successfully helped with the launch of the Ministry's HIV policy, guidelines and implementation manual in support of teachers and learners living with HIV/AIDS. These landmark documents will support schools services in response to the HIV epidemic at a national level. As a result, the Ministry is now equipped with more effective policy frameworks and regulations to enable districts and schools to better support teachers and learners living with HIV/AIDS.

Finally, the project continued to manage its reporting requirements to provide timely communication of progress through its quarterly reports and tracking of key performance indicators. In early 2015, the project submitted its revised project monitoring and evaluation plan (PMEP) with updated annual and life-of-project indicators to track progress toward the achievement of the three intermediate results that frame the project. The project prepared and submitted all required quarterly reports and PEPFAR reporting in a timely manner in response to USAID's requests.

## **Section II: TASK 1 - Integrate and Strengthen Systems for Improved Decision-Making**

Under Task 1, STEP-Up Zambia assists the MOGE in strengthening information management systems through the promotion of an organizational culture. This is founded on the use of learner results as the basis for improved accountability at provincial and district levels. Over the years, the MOGE and co-operating partners have collected school-based data on learner enrolment, teacher qualifications, and school infrastructure and, more recently, OVCs and learners living with HIV and AIDS and special education. The Directorate of Planning and Information is considering a more in-depth publication of this type of information on its own booklet in 2016. During Year 5, the project will consolidate gains, document lessons learned, and help institutionalize best practices to improve education management through more and better access to education data.

### **Annual Highlights**

## **A. Sub Task Area 1.1: Learner performance data applied to planning and budgeting at all levels**

***Improved tracking of schools increases accuracy of 2014 school enrolment data.*** STEP-Up Zambia provided technical assistance to the Directorate of Planning and Information of the MOGE in data clean up and verification for the completion of the *2014 Education Statistical Bulletin* data validation process. In November 2014, the Ministry tracked the verification of 2014 figures to ensure that all active schools were included in the census. As discussed in previous reports, data accuracy and comprehensiveness constitute the fundamental requirement for improved information quality. In this regard, continuous support to local districts concerning their internal data controls to track schools, students, and teachers remain indispensable to the attainment of improved data accuracy. Arising from the previous data collection of Term 1 and 2 learner performance, the Ministry has seen an increase in the number of districts having an accurate master list of active schools, teachers, and resources such as textbooks.

***Increasing data accuracy through lessons learnt from the national statistical bulletin.*** STEP-Up Zambia supported the Ministry's need to expedite the documentation of the key data control and validation procedures to produce a clean and correct 2014 Education Statistical Bulletin. As of March 31<sup>st</sup>, a final electronic version of the bulletin was ready with the following preliminary results:

- An increase of 5.1% in total enrolment compared to 2013. This represents a total enrolment of 4,019,466 learners (1,984,127 girls and 2,035, 339 boys)
- An increase of 8% in number of teachers compared to 2014. This represents a total teachers is 100,813 (52,157 female and 48,656 male)
- A slight increase in number of schools up to 9,548 (8,754 primary and 794 secondary)

***Validated the 2015 annual school census (ACS) questionnaire and data entry modules.*** In April and May, the Directorate of Planning and Information held a series of meetings to revise the 2015 school census questionnaire to be distributed to schools in June. The working group comprised a cross-section of directorates and representatives from interested parties such as STEP-Up Zambia and United Nations Children's Fund (UNICEF). The goal was to correct the layout of student and school infrastructure tables and add new status categories for furniture, water and sanitation facilities amongst other things. STEP-Up Zambia's short term consultant and the technical team supported the Ministry in achieving this goal by providing recommendations for next year's school questionnaires. Additionally, the team assisted with the improvement of the following areas in the revised questionnaire:

***Improving master list of new districts, constituencies and wards.*** With the revision of the modules mentioned above, the Ministry requested assistance with the verification of school distribution at district, constituency and ward levels. STEP-Up Zambia's local database consultant identified the list of schools in specific districts, constituencies and wards for schools

that were moved to new districts. However, in approximately 22 of those districts, the list had to be sent to the provinces to verify if the correct geographic boundaries for districts, constituencies and wards were considered. These districts and wards were split from existing ones and still remain in flux. For this reason, the Ministry EMIS team with the project's support is working with provincial and district planning and statistical officers to identify and verify the correct apportionment of schools constituencies, and wards.

As a result of this exercise, the Ministry is ready to accurately capture school data for the 2015 census at the district, constituency and ward level. This exercise will allow both the central EMIS and district LLPT module to provide more accurate reporting on pupil data as well as learner performance in each geographic unit.

#### **B. Sub-task Area 1.2: Local MOGE systems for tracking reading achievement developed:**

***STEP-Up Zambia is working through the provincial Data Management Committees (DMCs) to serve as hubs for data analysis and dissemination.*** With STEP-Up supported tracking learner results in Terms 1, 2 and 3, the Ministry has increased its appreciation and understanding of performance data through the 10 provincial Data Management Committees (DMCs). At the DMCs, STEP-Up provincial advisors reinforced the importance and utility of accurate and timely learner performance results for decision-making. With support from the DMCs, education managers at district and provincial levels are now focusing their attention and using their data more effectively to guide planning and decision-making. For instance, Luapula Ministry officials are planning incentives for schools and teachers based on most improved learner performance, good teacher training support, lesson planning based on the revised curriculum targets and timely submission of data results, among other management criteria.

***Standardize data collection modules for Learner Reading Levels and Attendance completed.*** During February and March, the project was able to conduct a field visits to validate the reading tracking and attendance data entry forms as part of the roll out of the LLPT (previously LEMIS). The team focused on building on the existing software (Excel) and knowledge (õred level trackerö) already widely used by the provincial planning and statistical officers nationwide. Using locally developed tools will accelerate the speed of adoption and minimize any resistance to the tools. As seen in the Figure 2 below, the reading tracking module of this system is designed to be simple and easy to fill in.

***Collaboration with Luapula and Lusaka provinces in testing the LLPT program.*** STEP-Up Zambia, with the support of its international systems consultant, worked with two provincial statistical officers and project provincial advisors to finalize the LLPT module for testing and roll out in July and August 2015. The Luapula and Lusaka provincial planning officers together with STEP-UP and the local database consultant participated in three work sessions to make key adjustments to the initial version of the software module. Changes were based on lessons learned from Luapula Province in the use of their learner tracking system.

***Cultivate resource centers to serve as information hubs to improve learner performance data usage, access, and dissemination at the local level.*** STEP-Up Task 1 and 4 teams worked with the provincial advisors to encourage DMCs to use the resource centers as the hub for meetings wherever possible and as a place for trainings on data analysis and discussion. STEP Up will continue to seek out the resource centers as a focal point in the district work. In collaboration with UNICEF, these centers will continue to serve as the space for training.

**C. Sub-task Area 1.3: *Information roadmap to integrate disparate systems in support of improved education management developed:***

***Assess data access and communication between administrative, financial and educational information systems.*** STEP-Up utilized short-term technical assistance to review the initial information decision map currently being updated. The information decision map to be produced in FY2016 will allow the Ministry to understand and visualize how their disparate systems (i.e. statistical, financial, bursary and human resource) can complement and eventually communicate based on a common standard platform centered on resource system on learner performance. STEP-Up will produce a brief report with information decision map with recommendations for streamlining information coming to/from the school to district and provincial levels. The decision map will also suggest a set of common data platforms already in Zambia (i.e. DHIS2) for integration of different sets of data.

**Key accomplishments in Quarter Four**

During the fourth quarter, STEP-Up Zambia continued to support provincial teams in tracking learner performance results from schools to districts and, in a consolidated form, from districts to provinces for the first term of the school year 2015. Some of the key highlights for the fourth quarter are listed below:

***Collaboration with four provinces in the testing and launch of the LLPT program.*** STEP-Up Zambia, with the support of its international systems consultant, worked with a task force of four provincial teams (Lusaka, Luapula, Western and Central provinces) to update data entry forms and finalize the software adjustments in August 2015 and subsequent testing and roll out in September 2015. The STEP-Up Zambia provincial advisors and their respective provincial teams met for a three-day workshop in Chisamba on August 12-14 to discuss and finalize the school tracking system and software to collect school performance data. As a result of the workshop, the team was tasked to update the data entry form and instructions, frequently asked questions and MS-PowerPoint presentation of the LLPT. During this meeting, the senior planning officers for Luapula and Lusaka took the lead with their fellow provincial teams to explain the forms and discuss the data collection challenges at the school level.

As a result of this workshop, the provincial teams were tasked with piloting the forms in five to ten schools in their provinces in September. The results from the initial roll out provided the following feedback for the rest of the teams:

- The success of LLPT largely depends on data entry at school level. In view of that, school staff must be well trained on the requirements of the revised National Curriculum (RNC) for tracking learner performance. The roll out should include zonal coordinator and Zonal Head Teachers to then train the teachers.
- At the school level, data for pupils in schools should be disaggregated by sex to match the features of the software and requirements of the RNC.
- Considering the large volume of data to be entered and the limited staff at DEBS office (i.e. Planner and Statistician), it would be more practical if data entry was done at zonal level and was exported to the district for consolidation.

Based on these recommendations, the STEP-Up Zambia team is planning to update the instructions and work closely with the remaining provinces to ensure that schools are well trained in collecting their data in an accurate and timely manner in order to prepare their data analysis for each of the districts.

***Targeting the top 40 priority districts as part of the provincial exit strategy in 2015-6.*** During the workshop to develop the final project work plan, the task managers and provincial advisors analysed the results of the district-level tracking of the learner performance improvement plans (LPIS). Based on the detailed evaluation from each of the task areas, the STEP-Up provincial advisors and task managers developed a list of priority districts and ranking (see Annex C) based on their areas of strength in planning, data management, communications and tracking performance. The ranking provided the project with the champion districts that are leading the way and have greater chance to sustain their progress and share with neighboring districts

***Provincial data management committees reflecting on strategies to enforce submission of school-level learner data.*** During this quarter, provincial STEP-Up Zambia teams continued to support various systems-strengthening activities in collaboration with their respective data management committees at the provincial level. Below are key highlights of activities developed in the provinces during this quarter:

### **Northern Province**

- Harmonized data management tools to all DEBS during the bi-annual review and planning in Mbala
- DMCs in Luwingu, Kaputa and Mbala developed work plans with specific focus on learning targets and management leadership for each of the next meetings

### **Muchinga Province**

- Monitored the implementation of the second year of their strategic plans and enrolment data for 2015. As a result, the provincial advisor was to feedback the information during the bi-annual review meeting in July 2015.

- Supported the targeted districts in the province using the trajectory projections and documentation from the quarterly report to summarize success, challenges and lessons learnt to date with respect to the provincial targets

### **Western Province**

- As one of the four priority provinces, four provincial statisticians oriented in the use of the local learner performance tracking system, especially in tracking literacy on a termly basis as instructed by Ministry headquarters

### **Central Province**

- Promoted linking of learning data to planning and budgeting through an analysis of learner performance improvement plans. The analysis done by Mr. Gondwe from Central province revealed that the districts had spent above 100%<sup>1</sup> of their budget, with a heavy emphasis on material procurement in support of early grade performance targets.

## **Section III: 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 MOGE to improve equity for all learners, especially girls, rural residents, poor children with special needs, as well as OVCs. The goal is to ensure that all students 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 fully integrated in all STEP-Up Zambia task areas.

### **Annual Highlights**

#### **A: Sub-Task Area 2.1 - MOGE M&E strategy for tracking equity measures developed.**

*Launched the equity gaps analysis to review data by district and provinces.* During this year, STEP-Up launched an equity gap analysis study. This study aimed to serve as an awareness raising activity to influence provincial offices to increase their allocation of resources to gender parity, OVC services (i.e. bursary), and special education, guidance and counseling services. Fieldwork and analysis was completed in the third quarter and the report was finalized.

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<sup>1</sup> According to Mr. Happy Gondwe, DEBS Kabwe and recent exchange program participant to Washington DC's USAID leaders workshop, the presentation during the bi-annual review, demonstrated that around 157% of this year's budget both from funds carried forward from previous years and current year expenditures.

The study focuses on: investigating the magnitude of the problem of progression, transition, dropout and repetition rates in Zambia between 2012 and 2014; interacting at provincial and district level to gain clear insight into challenges on the ground; and reviewing MOGE's funding for equity activities. The need for this study is highlighted by a number of factors: the gender parity index (designed to measure the relative access to education of males and females) remains below national targets in Zambia for secondary education, at 0.85 in 2014; female dropout rates continue to be higher than males, and early pregnancies are increasing. The government has increased fund allocations to the MOGE to ensure these are aligned to levels agreed with international organizations such as the United Nations and Southern Africa Development Community (SADC). However, the application of funds needs to be examined to understand the potential impact of increased allocations to equity.

The project aims to measure how equitable (or not) the provinces are with respect to the above-mentioned areas. The lack of a reliable and periodic monitoring system has hindered Ministry efforts to improve real time tracking of gender parity and overall equity indicators beyond the annual school census. Through Task 1, the LLPT will help collect and process equity data such as number of pregnancies per term. Ministry decisions would then be based on empirical evidence, resulting in increased benefits for intended beneficiaries. The goal now is to have these results widely disseminated and shared with the MESTVEE, USAID and other partners.

***Equity report validated in workshop.*** Following completion of the draft equity assessment, STEP-Up held a one day report validation workshop in Lusaka. The workshop was attended by three provincial advisors, six senior planning officers, and 7 statisticians from the following provinces: Lusaka, Southern, Western, Luapula, Central, North Western and Copperbelt. The main objective of the workshop was to validate the equity assessment report and get feedback from MOGE officials who participated in the assessment. The result of the workshop was that the report was validated and findings shared by the MOGE. Currently, STEP Up is finalizing the final equity report with the help of the international consultant with consultation from Ministry of General education and Examinational Council of Zambia.

***STEP-Up reviewed the M&E strategy for MOGE focusing on tracking equity measures.*** STEP-Up, in collaboration with MOGE, conducted a review of monitoring and evaluation of equity indicators collected in Zambia. This review aimed to assess the Monitoring and Evaluation Strategy document developed by the MOGE in 2010, and the associated mechanisms and tools developed for implementation. Specifically, this review aimed to:

- Highlight the importance and value of M&E in education;
- Outline the different monitoring mechanisms developed to support management of the education sector;
- Provide an overview of the levels of implementation of monitoring mechanisms;
- Describe the equity indicators included in assessments and relevant data collection tools currently used to provide information;
- Identify key gaps and challenges in the existing M&E System;

- Provide recommendations to build on the M&E System 2010, proposing improved data flows and steps to follow in order to provide accurate, up to date, and consistent data for the education sector addressing equity tracking indicators.

Monitoring and evaluation is highly valued in the MOGE; the ministry and relevant partners appreciate the importance of a thorough system to ensure accountability for resources and to beneficiaries. The MOGE and its partners have developed numerous M&E mechanisms to assess different equity programs across the country. These mechanisms take into account the various international and local initiatives that Zambia is signatory to such as the Millennium Development Goals (MDGs) and Education for All (EFA) initiatives. A unified system has been developed to address diverse data needs and provide good quality data for decision-making and thorough monitoring of the various components of the education sector in Zambia.

Currently, the implementation of education activities and programs is guided by the National Implementation Framework for 2010 ó 2015 (NIF 2010-2015). This is based on the 1996 education policy òEducating Our Futureö, incorporating various developments in the education sector over time. However, the development of a new education policy and updated implementation framework for the country is currently underway.

The MOGE has a sound Monitoring and Evaluation System for 2010 ó 2015 that includes a comprehensive list of equity indicators. The plan itself explains all necessary data quality issues and how to address them. It further outlines the various mechanisms that are used in data collection. However, there is only one nationally recognized data collection tool used to capture equity data: the annual school census. The development of, and subsequent training in, additional data collection tools at a central level, combined with the revised management of annual census data collection, will enhance the existing M&E System. This will improve data quality and consistency, and contribute to decision-making in Zambia's education sector. STEP Up will submit the final document as a contractual deliverable in the second quarter of fiscal year 2016. This document is intended to be used as a guideline during the next M&E plan review by Ministry of General Education.

### **Sub-Task Area 2.2: Equity issues in MOGE learner performance improvement plans addressed**

#### ***Supported Learner Performance Improvement Plans for Special Education Schools developed.***

**Northern Province.** Supported MOGE to assess the implementation of inclusive education policies in the District Learner Performance Improvement Strategic Plans for Mporokoso and Mbala. As a result, the districts have developed school-based Learner Performance Improvement Plans (LPIS) for the Special Education Needs schools. LPISs developed by Mporokoso School for the visually impaired learners and Mbulu Primary School will be used to strengthen tools for monitoring and supervision of learning in the SEN units.

**Western Province.** STEP-Up Zambia offered technical support to the provincial office in reviewing learner performance improvement plans focusing on equity issues especially Orphans and Vulnerable Children (OVC) and girls enrolment. The PEO wanted to monitor if these groups have access to food, bursaries and psychosocial support in her province. For this reason, STEP-Up Zambia in collaboration with MOGE and UNICEF promoted improvement in the collection of additional data on: OVCs who received education support in 2014, examination absenteeism, number of schools with feeding programs, and organizations working in the province to address equity in order to address challenges faced by disadvantaged children in Western Province.

**Higher Education Institutions.** ZAMISE recognized that there are few special education resources and assessments done in the schools and that they need to focus attention on struggling readers. Leaders from MOGE TESS and ZAMISE discussed the need to act on extending research into practice particularly around helping struggling readers who may not have supports at home if their parents are not literate (often in rural areas) or due to poverty and learning disabilities as well. Subsequently, ZAMISE has begun to begin its own research practice. While the research efforts themselves have explored equity issues, participants are now seeing research as a beginning toward change and justification to address and suggest pathways for change in strategic plans and subsequent actions.

### **Sub-Task Area 2.3: Tools to support resource allocation for equitable access created**

**Copperbelt Province.** The tracking forms have information on number of special education teachers, qualification of teachers, number of LSEN, OVCs, progression rates, performance, number of special schools, number of special education units on schools and the stakeholders supporting LSEN. The province agreed to use the standardized format to gather information and update the database on a quarterly basis. This tool was developed during a two day workshop held from the 21<sup>st</sup> to 22<sup>nd</sup> November at Kitwe provincial resource centre. The availability of this information related to equity will enhance the provision of quality and relevant education to all learners. As a follow up, the workshop resolved to undertake the following:

- To update information on the tracking system on a quarterly basis;
- To make information on SEN Teachers available in each district by November 28, 2014 to the office of the PESO.

**Northern Province.** The PEO developed an Excel data collection and reporting tool in Mbala in the third quarter of 2015 (13th and 14th of April 2015). This tool has been packaged and has been distributed to all DEBs for use in the collection of data and production of analyses or DEB Profiles in the province.

The PEO appointed the Acting SE-Guidance and Counseling with the immediate task of reorganizing school guidance and counseling activities in schools. Guidance and counseling teachers play a critical role in teacher-pupil-parent relationships in education as well as performance monitoring and counseling. STEP-Up Zambia support is valuable and timely as the

province transitions and begins to implement changes aimed at improving learner performance focused systems. These include strategies for strengthening equity in education

### **Key accomplishments in Quarter Four**

**Muchinga Province:** At the Bi-Annual review, Muchinga province introduced an element of analyzing budgets against expenditure with a view to linking it to learner performance. With regard to the special programs such as primary school grants, HIV and AIDS, special education, the expenditure was less than budgeted for throughout the sub-sectors of primary, secondary and tertiary. Expenditure will range from 44% to 87%. Attention was drawn to the fact that in the case of primary schools it could mean that only a maximum of 87% of school grants were released by the district education boards to the primary schools. Provision of fewer funds could affect learner performance. In such a case the most deprived would be the most vulnerable sections of the schools. The PEO expressed displeasure at the situation, and encouraged vote controllers to spend as budgeted or more particularly on programs that directly affect learner performance.

### **Section IV: TASK 3 - Institutionalize MOGE's Management of HIV and AIDS Workplace Programs.**

Under Task 3, STEP-Up Zambia works with the MOGE to address the negative impact of HIV on teachers, teaching community and learners on access to quality education. The HIV epidemic in Zambia is a generalized and mature epidemic within the population (Ministry of Health, 2010). According to the 2013/14 Zambia Demographic Health Survey Report (DHS), HIV prevalence declined from 15.6% between 2001 and 2010 to 13.3% in 2013 and 2014-- representing a statistically significant decline. Across the country, HIV prevalence is higher in females than males, with urban areas reporting higher rates for both sexes than rural areas. Approximately 31,000 HIV- and AIDS-related deaths were recorded in Zambia in 2011 (UNAIDS 2012). Many teachers and pupils are absent from school as they manage their illness or that of a family member. The DHS 2013/14 also notes that the majority of Zambians (97%) do not have health insurance.

STEP-Up Zambia is assisting the MOGE to develop and implement HIV and AIDS workplace policies to mitigate the impact of HIV/AIDS on teachers and pupils and promote more healthy lives. STEP-Up Zambia is also working with the MOGE to develop teacher support groups at the zonal level.

### **Annual Highlights**

**A: Sub-Task Area 3.2 - Strategies for cooperation between HIV/AIDS service providers, teachers, teacher unions, and local communities established.**

***Teacher support groups formed and motivational speakers cultivated.*** During the first and second quarters, STEP-Up Zambia through local sub-contractors facilitated the formation of 21 support groups in Lusaka, Southern, North Western, Western, Central, Copperbelt, Muchinga, Eastern, Northern and Luapula provinces. The support groups provide safe spaces to teachers living with HIV to cope with their status following counseling by sharing experiences and enhancing mutual support. Additionally, 23 motivational speakers were selected and trained among the support group members. The speakers conducted health talks to increase the visibility of the community members living with HIV in order to reduce stigma as well as to encourage others to access health care and support services. The table below shows the distribution of these groups and speakers:

**Extract 1: Referrals made to Clinics**

Province	Districts	Number of Support groups formed	Motivational speakers identified
Western	Lukulu	3	3
Southern	Choma	2	3
Lusaka	Lusaka	2	2
Central	Serenje	2	2
Copperbelt	Mufulira	2	2
North Western	Solwezi	2	2
Muchinga	Chinsali	2	2
Eastern	Petuake	2	3
Northern	Luwingu	2	2
Luapula	Kwambwa	2	2
<b>Grand Total</b>		<b>21</b>	<b>23</b>

**C: Sub-Task 3.4 - Availability of quality health services for MOGE staff and students increased**

***Planned and implemented health fairs.*** STEP-Up implemented eight teacher Health Market Fairs (HMFs) at zonal schools distributed across Lusaka District in Lusaka Province, and Ndola District in Copperbelt Province. The two urban districts were targeted as they have the highest prevalence of HIV and PEPFAR priority areas. As such, HMFs were able to reach many participants, maximizing the potential impact of events. The implementation was done through two sub-contractors: the Anti AIDS Teachers Association of Zambia (AATAZ) in Lusaka Province and Primary Health Care Education and Training Trust (PHCETT) in Copperbelt Province.

## Extract 2: Number of persons who accessed HIV counseling and testing

Persons Accessing HIV Counseling and Testing who Received Results	No. Tested	No. Positive
No. Females (all HMFs)	10,611	96
No. Males (all HMFs)	7,623	40
Total No. Individuals (all HMFs)	18,234	136
<b>No. Learners (all HMFs)</b>		
<i>No. Learners (all HMFs)</i>	15,715	
<b>No. Community Members (incl. Teachers Spouses / Family Members) (all HMFs)</b>		
<i>No. Community Members (incl. Teachers Spouses / Family Members) (all HMFs)</i>	1,557	
<b>No. Teachers (all HMFs)</b>		
<i>No. Teachers (all HMFs)</i>	962	

A total of 136 referrals were made, of which 104 (75F/29M), agreed to follow-up monitoring. The remaining 32 individuals refused to have any follow-ups.

## Extract 3: Number of Additional Health Services Provided

Health Services	Number Accessing at HMFs
Malaria checks	1,042
Blood pressure checks	826
Eyesight tests	717
Diabetes checks	664
Dental checks	441
Sexual reproductive health and family planning	308
Cervical cancer screening	41

## Key Accomplishments in Quarter Four

**Sub-Task Area 3.3: HIV and AIDS policy strengthened.** After assisting in its development, STEP-Up printed the revised policy including the linked strategic plan and the implementation guidelines. The following were printed:

- 10, 000 copies of the National Policy for HIV and AIDS and Wellness in the Education and Skills Sector (2015 ó 2020)
- 10,000 copies of HIV and AIDS and Wellness Strategic Plan (2015 ó 2020)
- 10,000 copies of the National Policy for HIV and AIDS and Wellness in the Education and Skills Sector (2015 ó 2020) Implementation Guidelines

These will be handled over to MOGE for launch in early October. STEP-Up has supported the development of these policy documents and guidelines since 2012. They were developed in 2013 and endorsed in 2015. These policy documents will provide guidelines for the coordination, dissemination, implementation, monitoring and evaluation of HIV and AIDS programs in the education sector.

With respect to Environmental Management and Mitigation (EMM), STEP-Up oversaw the implementation of the EMMP in close collaboration with HIV/AIDS Advisor, Patrick Chileshe. STEP-Up ensure that local subcontractors were aware of strict environmental compliance in order to facilitate and support environmental mitigation activities.

STEP-Up will take steps to avoid the potential negative impact by:

- Using special sharp boxes are place in each of the testing room or tents during the health fairs to dispose of all the medical wastes such as sharps, cotton wool and used gloves.
- Disposing of these boxes at the end of each health market fair at the nearest hospital or clinic for incineration.
- Other waste generated on site, such as plastic bottles and paper is placed in sealed plastics bags and sent to a proper waste disposal site.

### **C: Sub-Task 3.4 - Availability of quality health services for MOGE staff and students increased**

*Follow up monitoring of the referrals.* STEP-Up, through the two sub-contractors who had implemented the HMFs in Quarter 3 went to all the health facilities to which the referrals had been made during the HMFs to confirm if the clients who had been referred had registered with the health facilities. All the health facilities confirmed having received the clients who had been referred to them from the Health Market Fair events. All clients had registered with them and were being provided with appropriate HIV treatment, care and support. However, the health providers would not provide the details of clinical information on these clients due to ethical restrictions, which limit such information to between the health provider and the client.

The sub-contractors managed to follow up on the individual clients to develop an understanding of their experiences. Sixteen clients shared their experience with the sub-contractors and they all confirmed that they had registered at a health facility and were accessing appropriate health services. The services that they are receiving are varied, from ART treatment, readiness for ART and TB treatment. They all expressed a positive experience with their referrals.

**Extract 4: Number of referrals accessing health services**

<b>Health facility</b>	<b>District</b>	<b>Female</b>	<b>Male</b>
Bauleni Clinic	Lusaka	0	1
Chifundo Clinic	Lusaka	2	1
Chilenje Clinic	Lusaka	2	1
Chingwele Clinic	Lusaka	1	0
Chipata Clinic	Lusaka	6	1
Chipokanta Clinic	Ndola	14	6
George Clinic	Lusaka	1	0
Kabushi Clinic	Ndola	11	5
Kalingalinga Clinic	Lusaka	1	0
Kamwala Clinic	Lusaka	1	0
Kamwala Clinic	Lusaka	2	2
Kapiri Clinic	Ndola	1	0
Kawama Clinic	Ndola	1	1
Lubuto Clinic	Ndola	5	0
Lusungu Clinic	Ndola	0	1
Main Masala Clinic	Ndola	2	0
Mandevu Clinic	Lusaka	0	1
Mtendere Clinic	Lusaka	5	1
Ndeke Clinic	Ndola	4	0
New Masala Clinic	Ndola	13	8
Nkwazi Clinic	Ndola		0
Railway Clinic	Ndola	1	0
University Teaching Hospital	Lusaka	1	0
<b>TOTAL FOLLOW UPS</b>		<b>75</b>	<b>29</b>

## **Section V: TASK 4 - Strengthen Decentralization for Improved Learner Performance at provincial and district level**

Task 4 is central to STEP-Up's focus on strengthening the functions of operational units at all levels of the educational system, with the learner being at the center of education management reform. Specifically, Task 4 aims to support the MOGE to improve its effectiveness in managing learner performance. This entails helping the MOGE to set goals, prioritize its initiatives and policies in learner performance improvement strategies, and utilize those strategic plans to make resource and policy decisions that will best impact learner performance. Under this task area, STEP-Up also seeks to assist the MOGE in building and leveraging public and private sector awareness of education issues into actionable steps and meaningful partnerships.

### **Annual Highlights**

In year 4, the focus of the project was making things stick, challenging norms, operationalizing tools, modeling best practices and incentivizing change. In the year under review, the following were the major highlights and accomplishments:

#### **A. Sub Task 4.1 -The MOGE develops learner performance improvement strategic plans at provincial and district level**

- All 10 provinces finalized and implemented their strategic plans. All 103 districts developed strategic plans with the majority of them being finalized and in use. District education leaders were able to demonstrate initiative by supporting their schools to develop school learner performance improvement strategic plans too. In Lusaka Province for instance, 337 head-teachers who are members of the Head Teachers Association participated in a capacity building program on strategic plan development. This intervention would help in enhancing professional competencies in education management, a must in the quest to improve learner performance.
- Eastern Province conducted a comprehensive review of the first strategic, taking into account the lessons learned to inform the revision process. One of the key lessons documented was the unrealistic targets that had previously been set for the grade 7, 9 and 12 performances, and the absence of reading targets for early grades. The revised provincial strategic plan took all these factors into account. All 9 districts in the Province also developed their strategic plans following the finalization and launch of the Provincial Strategic plan in October 2014.

#### **B. Sub Task 4.2 - MOGE implements policies to improve reading at provincial and district level**

In order to enhance utilization of existing local capacities, STEP-Up supported provinces through a series of peer-to-peer provincial learning visits. This initiative involves encouraging and promoting knowledge development, learning and sharing of good practices particularly around local policy and strategy development for improved education management and delivery. The following visits were facilitated:

- Luapula Province to North-Western Province from 14<sup>th</sup> to 20<sup>th</sup> December 2014;
- Copperbelt to North-Western Province from 15<sup>th</sup> to 21<sup>st</sup> February 2015;
- Northern Province to Luapula Province from 16<sup>th</sup> to 20<sup>th</sup> March 2015;
- North-Western to Lusaka Province from 16<sup>th</sup> to 20<sup>th</sup> March 2015
- Muchinga to Luapula Province from 16<sup>th</sup> to 20<sup>th</sup> March 2015; and
- Central Province to North-Western Province from 20<sup>th</sup> to 25<sup>th</sup> May 2015.

The participants of the exchange attracted the participation of 49 ministry officials drawn from provincial and district offices. Both the hosting and visiting teams documented their learning which resulted into Action Plans for implementation. The Action plans gave way to the development of local policies, guidelines and other interventions which are supporting the learner performance improvement agenda.

### **C. Sub Task 4.3 - Provincial and district MOGE empowered to use data for timely decision making**

In an effort to entrench the ownership over strategic plan implementation, monitoring and use of the data thereof, Task 4 supported the following activities;

- Developed a tool for monitoring the implementation trajectory of learner performance improvement plans. The tool was used to monitor strategic plan implementation in 67 districts in June 2014 and the data thereof was made use of by provincial and district decision makers. The findings were further shared with the Director of Curriculum and Standards on 30<sup>th</sup> September 2014 who recommended that because the findings were so pertinent, they needed to be shared with a wider ministry audience;
- From 12<sup>th</sup> to 13<sup>th</sup> February 2015, a consultative meeting was convened to share the format of the monitoring tool and the findings from the first monitoring activity in June 2014. Staff from the Standards, Planning & Information, Open and Distance Learning and Teacher Education and Specialized services participated in the meeting and made recommendations to improve the monitoring tool;
- In March 2015, the revised tool was field tested in 5 Provinces with 13 districts in total being reached. The field testing and monitoring activity was led by ministry staff drawn from each department and headquarters. On 31<sup>st</sup> March 2015, another consultative meeting was convened by the Director of Curriculum and Standards, and this meeting led to the finalization of the strategic plan monitoring tool, which was adopted and will be used by the MOGE to monitor strategic plan implementation.

## **Key Accomplishments in Quarter Four**

### **Task 4: Strengthen decentralization for improved learner performance**

Building on past USAID/Zambia efforts to strengthen the MOGE's management systems, Task 4 is critical to STEP-Up's focus on strengthening the functions of operational units at all levels of the educational system with the learner at the center of the education management reform. Specifically, Task 4 aims to support the MOGE's Directorate of Curriculum and Standards to improve its effectiveness in managing learner performance through its authorized administrators executing mandates at provincial and district levels. This entails supporting interventions and practices that create an environment conducive for improved reading competency in the classroom and strengthening the MOGE's response mechanisms within its governance structures to remove barriers to learner performance.

#### **A. Sub-Task 4.1-The MOGE develops learner performance improvement strategic plans at provincial and district level**

Provincial, district and school leaders have continued to take leadership over the processes of developing, implementing as well as reviewing and revising their learner performance improvement strategic plans. Strategic plans are operational tools constantly being revised and reviewed to respond to prevailing situations. In Chadiza District in Eastern Province for instance, where development of strategic plans has incorporated information from individual schools, the district leadership reviewed school strategic plans, specifically checking the extent to which the schools had domesticated broad /standard district strategies to apply them to their own needs. The outcome was the ability to recognize the varying challenges in the different locations of the district, and more importantly to formulate strategies to respond to very specific challenges hindering learner performance. Three positive outcomes can be recognized here, the positive oversight and support role being provided by the district; secondly, improved capacity and skills to use information; and finally the revitalized practice of using strategic plans as metrics of management.

Similarly, from 17<sup>th</sup> -18<sup>th</sup> September 2015, Mbala, Kaputa and Luwingu Districts in Northern Province were supported to review and revise their strategic plans as well as develop annual implementation plans for 2016. The review process was supported by the information generated from monitoring the implementation of LPIS's using the tool that was developed with the support of STEP-Up Zambia, and has since been adopted by the Ministry. The Provincial Education Office in Luapula Province, used the LPIS monitoring tool to monitor nine districts, namely Mansa, Lunga, Samfya, Milenge, Nchelenge, Kawambwa, Mwansabombwe, Mwense and Chembe, and used the information to guide changes to strategic plan development and implementation.

In conclusion, closing the quarter and Year 4, all ten Provinces and 103 Districts have LPIS's at various stages of implementation, review and revision. For the majority of provinces and

districts, the plans are coming to an end in 2015. Provincial and District leaders are already engaged for 2016 and beyond, using spaces such as provincial and district review meetings to assess implementation and progress toward targets, as well as plan for the formulation of new strategic plans. The Directorate of Standards & Curriculum too is set to monitor the implementation of the ten Provincial LPISs before the end of the calendar year in line with the planned Output Based Budget Activities for 2015. The development and use of strategic plans to improve learner performance is therefore fully in the hands of the Ministry as evidenced by the leadership and direction of national, provincial, district and school leaders.

#### **B. Sub-Task Area 4.2-Policies to improve reading implemented by MOGE at Provincial and District level**

In the last quarter, province-to-province exchange visits were conducted with a goal of increasing peer-to-peer innovations and exchange of best practices. Having learned valuable lessons from peers on strategies that are positively contributing to learner performance improvement, Provincial and district education leaders with the support of STEP-Up Zambia Provincial Advisors continued to work on refining their action plans and implementing the resolutions that were within easy reach.

During the peer-to-peer visit by North Western to Lusaka Province, one of the takeaways was the approach to monitoring. Standards Officers in Lusaka Province structured their monitoring to dedicate at least three days per week to monitoring schools and mentoring head teachers. North-Western Province has moved ahead with this, and Standards Officers have commenced this practice by starting with schools that are in close proximity and can be reached easily without excuses about transport and fuel. The most important activity is to document the evidence of what works to strengthen education management for improved learner performance. STEP-Up Zambia, through the Provincial Advisors, will continue to support documentation and communication, especially through existing MOGE reporting systems and structures such as bi-annual and annual reports and the various review meetings that are convened periodically to report on the performance of the education sector in the Province.

#### **C. Sub Task 4.3 - Provincial and District MOGE empowered to use data for timely decision making**

In the 3<sup>rd</sup> quarter report, the plan was that in the 4<sup>th</sup> quarter, the Directorate of Standards and Curriculum would be supported to fully operationalize the LPIS monitoring tool by monitoring the implementation of all ten Provincial Learner Performance Improvement Strategies which would result into the generation of evidence for information and action. Follow-ups will continue to be made to help the Directorate move forward with this important activity before the end of the calendar year.

The provinces continued to be pro-active, carrying out their own LPIS monitoring and self-assessment of leadership and management practices, thereby generating information to support local actions. For instance, the North Western Province education office undertook a monitoring

program with the objective of assessing implementation progress and impact of the current LPIS that runs from 2011-2015. The Province is due to revise its LPIS, hence the importance of conducting an impact assessment. All nine districts including the Provincial Education Office were evaluated, and in each district five institutions, specifically DEBS Office, 3 Primary and 2 Secondary schools, were sampled. A comprehensive assessment report will be prepared for discussion and decision making at the Provincial Review meeting scheduled for end October 2015. From this exercise, the Province was able to reflect on important findings such as the need to set realistic learner performance targets, the need to improve on documentation at school level and the need to market the LPIS to stakeholders. It is anticipated that the availability of such information will improve the quality of the revised strategic plan for the period 2016-2020.

Following the Leadership and Management Workshop on best practices in using data for effective instructional leadership held in June 2015 where 57 headquarter-based, provincial and district leaders participated, the Provincial Advisors of STEP-Up Zambia continued to support the participants in the implementation of their action plans. Central Province can be cited as a positive example moving ahead with the implementation of the Action Plan. The Province held its bi-annual meeting in August 2015 to review performance for the period January to July 2015, and this forum was used to share the information from the June workshop. The meeting deliberated on the issue of leadership, particularly good leadership, which emphasizes inclusiveness, as everyone in the service delivery chain has value. The outcome of the discussions and the ensuing resolutions were that all functionaries in the education service delivery chain have a part to play in the Province's quest to improve learner performance, hence the need for all provincial, district and school level staff to be familiar with the strategic plan.

Similarly, Eastern Province convened a local Leadership and Data Management Workshop from 24<sup>th</sup>-25<sup>th</sup> July 2015 facilitated by the provincial and district standards officers and statisticians who attended the June meeting in Kafue. All staff members from PEO's office attended the local meeting. The meeting concluded that, "data supports sound decisions based on either well researched issues or analysis of facts." In order to operationalize this conclusion, the meeting resolved to focus on ensuring that Data Management Committees (DMC) at the provincial, district and school levels are fully operationalized for sound decisions on learner performance.

***D. Sub-Task 4.4: Ability of the MOGE to communicate with and mobilize internal and external audiences around improved learner performance increased***

***Support finalization of the Ministry's new revised communication strategy.*** At the request of the Ministry, STEP-Up helped to draft a Ministry-wide communication strategy. In the first

How can the work of an accountant be felt in the classroom?

Mr. Sunday Mwape

DEBS, Kabwe District

quarter of this fiscal year, STEP-Up supported the Ministry's Public Relation Office to vet the draft strategy document with key stakeholders and finalize for consultation in October 2014. STEP-Up convened a stakeholders' meeting to present the final version and solicit feedback to strengthen the document. The final strategy document places attention on improving external communication with parents, increasing public demand for quality education and forging partnerships with communities, especially the private sector, to address local education needs.

***Support to mobilization of public opinion and action of the Ministry through the Let's Read Zambia campaign.*** In Year 3, STEP Up supported the Ministry with the launch of Zambia's national reading campaign in January 2014. During Year 4, STEP-Up reprinted a number of materials including a one-page document on the Let's Read Zambia campaign and other materials. The project subcontracted short term assistance to update STEP-Up's vast videos and photos inventory, create a short video to capture the Let's Read Zambia campaign and other STEP-Up efforts. Furthermore, project continued recording project activities and successes with regular uploads of video and photos from the provinces for USAID and Ministry use.

A media breakfast was scheduled for April 2015 to enable the Ministry to share and disseminate the lessons learned of the first year of implementation of the revised National Curriculum. Materials from the LRZ campaign were reprinted and the video prepared. However, this meeting was postponed by the minister. The event is now scheduled for the start of the 2016 school year.

## **Section VI: TASK 5 - Engage Zambian Institutions of Higher Education in the MOGE Policy Research and Analysis**

Developing responsive policies to strengthen the performance of learners in Zambia has been a process of negotiating the priorities and interests of different stakeholders. Frequently, such stakeholders do not speak with one voice, but share common interests. Under Task 5, STEP-Up Zambia works with the MOGE and higher education institutions to bring these groups of stakeholders into agreement by prioritizing applied research for improved education delivery. STEP-Up Zambia is assisting the MOGE to develop a research practice by facilitating policy research. This is achieved through engaging provincial and district education bodies and institutions of higher learning to conduct research collaboratively. A collaborative approach promotes a shared understanding of the importance of research in the short, medium and long term, based on the existing legal and regulatory framework for education policy.

### **Annual Highlights**

Under Task 5, STEP-Up Zambia works with the MOGE and its education partners to prioritize research for improved education delivery. STEP-Up Zambia is assisting the MOGE to develop a research agenda for education practice by engaging provincial and district officers in working with institutions of higher learning to conduct research on education challenges and subsequently develop responsive policies.

#### **A. Sub-task area 5.1: Collaboration between MOGE and higher education institutions in developing and implementing a research agenda related to learner performance increased**

In 2014, the evidence of the increased collaboration between MOGE and higher education institutions regarding learner performance research was focused on the design of a collaborative study to understand overall policy effectiveness. Specifically, this study sought to answer the question, *“What are the strategies that have been used at different levels of the education system for effective policy implementation toward improved practice in early grade literacy?”* This choice of inquiry into the policy in early grade literacy was the result of a generative process of reviewing the findings of the policy briefs prepared for the August 2014 Policy Roundtable. The review revealed that different strategies exist at different levels of the system but there is limited understanding of their effectiveness. Therefore, representatives of different directorates in MOGE, faculty and students from the University of Zambia (UNZA) as well as faculty and students from the Zambia Institute for Special Education (ZAMISE) came together in a research development workshop 12 -15 January 2015. The constructive dialogue resulted in a joint decision to examine successful policy strategies to date and document ways to improve the policy-practice relationship. It was the collective view of the participants that was the most useful and likely way to ensure a sustainable relationship among the Ministry and the higher education institutions (HEIs) involved in the applied policy research supported by STEP-Up.

The workshop participants determined that two broad groups of stakeholders— national policymakers and implementers, and faculty and administrators at primary teacher training institutions— were the most important stakeholders to include in the project. A questionnaire tailored to policymakers at the national (MOGE), provincial (PEOs offices), and district (DEBS offices) levels; and, another for principals, heads of departments, and faculty were developed. These instruments were developed during the workshop and piloted by the participants to revise and prepare the questionnaires for distribution. The participants agreed upon a study sample of 4-5 staff from each of the ten provincial offices, 30 district education boards, 9 teacher colleges of education, and headquarters staff from each directorate. Thereafter, data collection took place involving STEP-Up provincial advisors, students from ZAMISE and UNZA as well as MOGE staff that participated in the research design.

#### **B. Sub-task area 5.2: MOGE policies informed by applied research in education:**

*Disseminate, discuss and use research results to inform practice guidelines and local policies at provincial and district levels.* The policy roundtable meeting held in August 2014 presented a significant landmark in the approach to ensuring that decision makers in the system were effectively utilizing the evidence generated from the research for improving practice. This was particularly so as education managers that participated began to realize the significance of the research results to helping improve their work. Among the key outcomes of the roundtable were sets of behavior change actions, personal commitments, policy content ideas and even procedural change insights put forward by education managers for follow-up. This follow-up presented

itself as seven of the ten provinces taking procedural action to inform MOGE policies. Education managers selected districts where the urgency to address issues raised in the policy brief discussions was most prominent. They engaged district education office staff, college lecturers, teachers, zonal head teachers and even communities in local policy development. Below is an overview of the status on policy development by province:

- **Central Province** – The process of following through on the commitments of the Policy roundtable began in February 2015 and was completed in June 2015. Three written policies on Reading, Home Work and Keep Schools Clean were developed for Kabwe district. To date these policies have been disseminated to the school level and implementation is on-going. An important insight that emerged from this process was the need to take urgent and immediate action on issues surrounding reading levels in the district. All education stakeholders seemed to already have consensus on what needed to be done, but the momentum to take action collectively and immediately was what appeared to be the missing ingredient for system change.
- **Lusaka Province** – In January 2015, STEP-Up Zambia worked with technical staff from Kafue district and the provincial education office to identify policy content for three policies on school assessment, the management of teaching and learning materials and homework. This content was collated primarily from education experience and research perspectives from studies on practices in teacher training, primary schools and home settings as presented by the UNZA, ZAMISE and Charles Lwanga College of Education (CLCE). These policies were completed in July 2015 and launched in September 2015. An important insight into the process of policy development is that these policies were drafted and finalized after thorough and relevant additional consultations with high-level district staff. This is an important step in the process of policy development as decision makers are merely not serving the role of endorsement but also engaging with the documentation and its relevant implications.
- **Luapula Visit** - In February 2015, in collaboration with the Luapula Provincial Education Office, STEP-Up organized a policy research workshop for school managers and administrators in Samfya district. The aim of the workshop was to identify content for priority local policies based on insights from STEP-Up-supported applied research in teacher training and literacy development for children with reading difficulties. These meetings resulted in the drafting of three district local policies on assessment, learner preparation, literacy and numeracy. The PEO and DEBS committed themselves to finalizing the local policies and disseminating these to all districts and schools by the end of March 2015, but to date this process has not been completed. To date, review sessions have been held, although no finalized products have been submitted. This has been attributed to a number of challenges, including the lack of district-specific data to determine outcome targets anticipated from implementation of the policy. This insight emphasizes the importance of promoting effective data collection and analysis.

To this end, Luapula province embarked on a provincial study to help understand the low reading levels in the province with support from STEP-Up. The PEO team, working in collaboration with partners and Mansa College designed the study and its associated tools. The data collection and analysis was to be conducted in July 2015 but yet again the exercise was not completed. STEP-Up is assisting in the completion of this work. One insight from this experience is that it is important to acknowledge that sometimes specific commitments from individuals or groups are necessary before projects can be followed through.

- **North Western Province:** Mwinilunga District developed a district policy on teacher mentorship prompted by poor teaching conditions in most schools. The policy focuses on addressing issues of teaching methodology, homework administration, record management, classroom management, teachers' conduct and assessment. The policy is expected to provide standards for sustaining teachers in the district under these conditions and to highlight key issues affecting teachers in relation to improving literacy. The district is the only one in the province that has formulated a local policy arising from policy research conducted by STEP-Up. It is anticipated that the PEO will provide sustained leadership in implementing this policy and replicating such local policies in other districts.
- **Copperbelt Province:** During the first quarter of the year, the PEO worked collaboratively with Mufulira, Ndola and Chililabombwe Districts in determining priority local policies. Policies were finalized and circulated to schools, and continue to provide impetus for replication of effort in similar thematic priority areas of district strategic plans. In Ndola District, the DEBs has engaged all schools in drafting a local policy on homework. The draft is a product of work by parents, teachers, head teachers and DEBs officials. DEBs are still consulting other stakeholders on this draft and expect to finalize this soon. The effort to adopt local policy formulation is evidence of systemic change beyond the traditional top-down approach. This should provide for sustained engagement of all stakeholders on the importance of these local policies and allow for continued learning on policy improvements.

In summary, developing responsive policies to strengthen education performance of learners in provinces and districts has been a process of negotiating the priorities and interests of different stakeholders. Frequently, such stakeholders do not speak with one voice, but share common interests. Therefore in evaluating the influence of these research activities on policy, an important starting point is to look at policy not as a single discrete decision. Rather, its understanding must be broadened as comprising a series of documents and decisions, processes, activities or indeed actions. From this perspective, one can conclude that all these efforts have varying effects, and that policy change is complex and by no means linear.

*Symposia to share evidence to inform policy locally and nationally during Literacy month.* This preamble is the context within which the approach to the Policy roundtable of 2015 was then

held. Similar to that of 2014, education managers from colleges, universities, districts and provinces came together to discuss the analysis of policy strategies being used in the system. During this time, participants worked to develop a multiplicity of policies including memos, local policies, circulars and even personal commitments to share the bigger array of local policies. The final analysis of participant feedback revealed that research still holds a significant role in participants' views of how policy should be formulated. Additionally, participants expressed strong appreciation of learning how local policy is formulated and what it takes to develop policy. However, a conceptual caveat remains with respect to a common understanding of 'what policy is' and indeed of how to understand change in policy. Similar to the 2014 roundtable, participants left having made commitments for follow-up, which will be executed with limited support from STEP-Up as part of the final project exit strategy. During this year, a total of 10 policies have been concluded under the task area.

### **C. Sub-Task Area 5.3 - Opportunities for university students to conduct education-applied research created.**

STEP-Up creates opportunities for students to conduct education-applied research in its work with higher education institutions. All students are expected to fulfil prescribed internship criteria, including participation in research design, data collection and analysis. These research steps are important in developing an understanding of the significance of research and the potential use of research results. It is expected that over time attitudinal changes will begin to reflect in the work of these students as they make career progress.

During the research studies conducted this year, 19 internships were completed. These included one MOGE staff, five ZAMISE students, one UNZA lecturer and nine Masters Students in various academic programs. Noteworthy is that the lecturer from UNZA who is now working toward his doctorate at the University of Minnesota is considered an intern in the project context.

Additionally, two MOGE staff, five ZAMISE lecturers and two UNZA lecturers participated in the policy study and testified to the academic and professional development acquired. An additional nine students from Mansa College of Education also participated in data collection during the study with PEO. The students, who are obtaining their graduate degrees while working within the educational system on applied research, have indicated that what is being researched and learned is immediately applicable to their current and future work.

### **Key accomplishments in Quarter Four**

#### **A. Collaboration between MOGE and higher education institutions in developing and implementing a research agenda related to learner performance increased**

STEP Up in collaboration with MOGE conducted a round table meeting in Kabwe Central Province in September 2015. The meeting served to share the presentation of policy briefs which

were discussed and disseminated at the project's national policy roundtable meeting in September 2015. Below is a summary of the key study results:

- The MOGE aims to improve lesson delivery through Continuous Professional Development (CPD) keeping officers updated with knowledge, skills, and attitudes in a dynamic education system. The study indicates that CPD activities were generally planned, monitored, and reviewed, but more work needs to be done to expand CPD, share guidelines and strategies, and address critical needs.
- School management was a key theme for investigation in the development of effective strategies to improve pupil learning. The findings reveal numerous ideas about school management strategies as possible improvements and innovations. All school management efforts must lead to improvements in teaching and learning. A key point is that further communication, feedback and sharing of ideas is needed to support policies relating to realities and practices in schools and communities. This would enable greater focus on learners and supportive actions required for teachers and pupils in the learning process.
- Placement of teachers is vital for effective teaching and learning. According to the findings, limited attention is placed on local languages during pre-service teacher training and teacher placement, particularly in relation to the teaching of Zambian languages during teacher preparation processes.
- Teacher training colleges experience varied challenges and successes in student teacher preparation. The majority of lecturers believed that they are doing their best to equip teachers with various teaching strategies amidst curriculum-related challenges. However, lecturers have highlighted the need for authentic teaching and learning materials to enable them to effectively train teachers of literacy and language.
- The accessibility and comprehension of the curriculum and teaching and learning materials is critical to the smooth functioning of the education system. It is imperative that lecturers at teacher training institutions – as those most directly involved in preparing future teachers to implement the curriculum – have a nuanced understanding of the elements of the national curriculum and how it should best be implemented. It is also valuable when lecturers are involved in curriculum review, revision, and research.

Policy decision makers now need to act on this timely information by reconciling this evidence base with the regulatory framework for education provision for every learner. More importantly, these policy briefs lay the groundwork for developing packages of policy options to remedy the situation.

- **Eastern Province:** A total of four district policies were developed and finalized for endorsement for Chipata, Chadiza, Lundazi and Nyimba. These included policies on monitoring the teaching of learning; strengthening assessment; teaching of literacy; and TALULAR. An additional five policies await final review and endorsement by

respective DEBS before circulation to schools Section VIII: Challenges and Recommendations

The following points are the challenges and recommendations from the project for this quarter:

- **Challenge:** The roll out of the Local Learner Performance Tracker has revealed the urgent need for zonal heads to follow up with their assigned schools with respect to timely and accurate collection of learner data. The range of reporting quality varies.
  - **Recommendation:** The project will provide opportunities for the Directorates of Planning and Information and Standards and Curriculum to work more close and effectively to reinforce the duty of zonal school heads to ensure their schools collect gender-disaggregated data based on the four approved levels of proficiency: below minimum (red 0 to 39%), minimum (yellow 40 to 59%), desirable (blue 60 to 79%) and outstanding (green 80 to 100%)
- **Challenge:** A challenge encountered was the varying calendars and schedules of MOGE, UNZA, and ZAMISE officials in availing themselves for these policy development workshops. Conflicting schedules postponed meetings in two provinces. This has a bearing on the timeline for accomplishment of completed district policies as scheduled in the annual work plan.
  - **Recommendations:** Provincial advisors should take a lead role in the local policy development process by facilitating these workshops under the leadership of PEOs. This should evoke greater accountability by provincial representatives that attended the roundtable meeting and spur action to the personal commitments they made in promoting the use of evidence-based decision-making.
- **Challenge:** Finalization of draft local policies by districts has been a challenge throughout the year. Among the reasons advanced has been the lack of district specific data on the proposed policies. This is preventing the districts from setting realistic targets and objectives, as the situation analyses of the extent of these problems are not well understood. This challenge coupled with divided priorities in dealing with operational issues in schools is delaying finalization of these policies.
  - **Recommendation:** Provincial advisors provide more hands-on support to complete drafting and documentation of local policies and proactively engage authorities beyond the meetings to finalize and endorse the draft policies. Given the impending close out of some STEP-Up provincial offices, it is imperative that Advisors highlight the project aspiration to make improvements through consensus.
- **Challenge:** The delay by the DCS to conduct the monitoring of the ten provincial strategic plans proved to be a major challenge as it was one of the main activities planned for the quarter, and the results of the exercise would have opened up other doors for interventions related to strengthening decentralization.

- **Recommendation:** The project will double its effort to ensure that help the director of the DCS delegate and empower her head Chief Education Standards officer.
- **Challenge:** Preparing for national exams preoccupied the headquarters-based standards officers, which was a challenge in the sense that decision makers needed to commit to actions were not usually available
  - **Recommendation:** The project will double its effort to ensure that help the director of the DCS delegate and empower her head Chief Education Standards officer.
- **Challenge:** STEP-Up's support for provision of HIV counseling and testing is not facility-based, hence it was not possible to access clinical information on these clients due to ethical restrictions which limit such information to between the health provider and the client.
  - **Recommendation.** Encourage PEOs to reach out to its provincial health officers to allow for close collaboration and information exchange to support the sero-positive teachers, students and other school members who are willing to share their status.
- **Challenge:** Under Task 2 it has been difficult to obtain data from Examination Council of Zambia for STEP-Up to finalize the equity assessments.
  - **Recommendation:** The project will further engage the director of ECZ and collaborate with the UNICEF "Data Must Speak" task force to coordinate and share the data obtained from ECZ and that is useful to both projects.

## Section IX: Project Goals for Next Quarter

The following tasks will be implemented by the project in the following quarter:

### Task 1

- Final testing and deployment of the Learner Performance tracker (LLPT) to selected provinces and priority districts;
- Continued support of data quality improvements to district and provincial data through the DMCs in all ten provinces;
- Collaboration with Task 4 to link the recommendations and lessons learned from the education leadership workshop held in June 2015 with tracking of provincial LPISs.

### Task 2

- Complete equity gaps assessment with national level data to identify focus areas for improved support to equity activities at the provincial and district level.
- Hold the dissemination meeting of the equity study and come up with ways to institutionalize equity measurement and tracking in relation to resource allocation at the national, provincial and district level.

### **Task 3**

- Hand over HIV and AIDS policy documents publications to the MOGE for launch event at ministry HQ
- Advise MOGE on how to effectively disseminate the policy documents
- Monitor the dissemination of policy documents at provincial and district levels

### **Task 4**

- Support provinces and districts with documentation, especially those reviewing and revising their strategic plans
- Follow up (through Task 1) on the functioning of the Monitoring and Evaluation Technical Committee at Ministry headquarters
- Follow up (through Task 1) with the DCS on their plan to monitor the 10 Provincial Strategic Plans and provide support through the work being done with the DMCs

### **Task 5**

- Finalize policy briefs from Luapula study on reading levels
- Finalize long paper on teacher training and struggling learners
- Hold National Policy roundtable discussions on 2015 studies
- Develop info graphic publications to disseminate key findings and recommendations on policy and research

## **ANNEX A: Success Story**

# Mitigating the impact of HIV/AIDS in rural districts of Zambia

## Building the capacity of local teacher organization in HIV testing and counselling



*Building the capacity of local teacher organization in HIV testing and counselling*

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

STEP-Up works with the Ministry of General Education to address the negative impact of HIV and AIDS on the quality of education. HIV/ AIDS affected teachers and pupils are absent from school while managing their illness or that of a family member. This results in higher teacher absenteeism and learners dropping out of school prematurely.

In order to address the epidemic from within the education system, STEP-UP engaged a teacher-led organization involved in the fight against HIV and AIDS -- the Anti AIDS Association of Zambia (AATAZ) -- to implement health market fairs in three provinces: North Western, Muchinga and Lusaka.

With the support of AATAZ, STEP-Up was able to reach 19,687 underserved teachers, learners and other community members unable to reach a health facility to get tested. School communities welcomed fellow teachers who provided much-needed testing and counseling plus other services such testing for diabetes, malaria and family planning. These services had previously never been brought directly to these extremely poor and rural schools. In Nteko community in Nakonde where the nearest clinic was 45 km away, AATAZ travelled 11 hours from the provincial capital to bring the first-ever mobile clinic to this underserved community.

AATAZ's significant experience on STEP-UP will remain within the education sector even after the project concludes as they intend to continue their activities.

## ANNEX B: Status of PMEP Indicators

STEP-UP ZAMBIA PROJECTED RESULTS THROUGH SEPTEMBER 30, 2014														
No	Indicator	Fiscal Year 1 1 Oct 2011 ó 30 Sept 2012		Fiscal Year 2 1 Oct 2012 ó 30 Sept 2013		Fiscal Year 3 1 Oct 2013-30 Sept 2014		Fiscal Year 4 1 Oct 2014-30 Sept 2015		Fiscal Year 5 1 Oct 2015-30 Sept 2016		Life of Project Target	Life of Project Actual	Comments
		Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual			
1*	Increase of 15% in learning achievement in reading at grade 5 by 2017	N/A	35.3%	N/A	--	-	-	-	-	-	-	40.56%	-	Impact measure indicator ó 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	23	5	27	0	-	96	111 (116 %)	The following policies were developed in the past 12 months: Ndola Reading Policy, Teaching and Learning Local Policy, Revised Homework Policy Reading Policy, Directives arising from the ministerial statements of the 2014, Grade 9 results to provinces and districts to track and report on LPISs, Inclusion School Policy, Behavior School Policy, Keep Kabwe District

STEP-UP ZAMBIA PROJECTED RESULTS THROUGH SEPTEMBER 30, 2014														
No	Indicator	Fiscal Year 1 1 Oct 2011 ó 30 Sept 2012		Fiscal Year 2 1 Oct 2012 ó 30 Sept 2013		Fiscal Year 3 1 Oct 2013-30 Sept 2014		Fiscal Year 4 1 Oct 2014-30 Sept 2015		Fiscal Year 5 1 Oct 2015-30 Sept 2016		Life of Project Target	Life of Project Actual	Comments
		Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual			
														Schools Clean Policy, and Assessment Record for Primary Literacy Programme. In the current quarter six circulars were developed: five from Southern Province and one from Western Province
3	Number of MOGE districts and provincial offices that have reading tracking targets and tool(s) <b>(Task 1)</b>	0	0	20	51	20	94	20	61	0	-	60	94 (157%)	61 Districts participated in Weeks 5, 10 and 13 using the new curriculum guideline to track reading levels of Grade 1 in seven provinces. This information was collected through a quick assessment done by STEP-Up.

STEP-UP ZAMBIA PROJECTED RESULTS THROUGH SEPTEMBER 30, 2014														
No	Indicator	Fiscal Year 1 1 Oct 2011 ó 30 Sept 2012		Fiscal Year 2 1 Oct 2012 ó 30 Sept 2013		Fiscal Year 3 1 Oct 2013-30 Sept 2014		Fiscal Year 4 1 Oct 2014-30 Sept 2015		Fiscal Year 5 1 Oct 2015-30 Sept 2016		Life of Project Target	Life of Project Actual	Comments
		Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual			
4	Number of MOGE management units that use reading tracking tools to develop and disseminate reading improvement plans ( Task 4)	0	0	46	92 National :1 Prov. :10 Dist.: 81	20	10	40	24	-	76	126 (166%)	42 MESTVEE Management Units were assessed using the tool for monitoring extent and degree to which LPIPs were being used as management tools to improve learner performance, track reading and develop reading improvement plans. Only ten of the MMUs assessed responded in the affirmative to 75% and above of the indicators. And 14 of the new districts finalized their strategic plans	
5	Number of policies developed by MOGE as a result of project-supported higher	0	0	1	3	2	0	1	10	1	5	13 (260%)	10 policy briefs were developed as a result of a study done in collaboration with ZAMISE and USAID: two from Copperbelt Province and one from Central Province	

STEP-UP ZAMBIA PROJECTED RESULTS THROUGH SEPTEMBER 30, 2014														
No	Indicator	Fiscal Year 1 1 Oct 2011 ó 30 Sept 2012		Fiscal Year 2 1 Oct 2012 ó 30 Sept 2013		Fiscal Year 3 1 Oct 2013-30 Sept 2014		Fiscal Year 4 1 Oct 2014-30 Sept 2015		Fiscal Year 5 1 Oct 2015-30 Sept 2016		Life of Project Target	Life of Project Actual	Comments
		Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual			
	education research activities  <b>(Task 5)</b>													
6	Number of education research internships completed  <b>(Task 5)</b>	0	0	12	28 M: 8 F: 20	20	25 M:7 F:18	18	19	-	50	72 (144%)		
7	Number of individuals who have received Testing and Counseling (T&C) services and received their test results (PEP)	0	237	25,000	23,346 M: 10,968 F: 12,968	10,000	16,318 M: 7,836 F: 8,482	10 000	18,234 M: 7,623 F: 10,611		50,000	58,135 (116 %)	This is the last year of implementing PEPFAR activities for STEP Up. The Life of Project (LOP) targets have also been met	

STEP-UP ZAMBIA PROJECTED RESULTS THROUGH SEPTEMBER 30, 2014														
No	Indicator	Fiscal Year 1 1 Oct 2011 ó 30 Sept 2012		Fiscal Year 2 1 Oct 2012 ó 30 Sept 2013		Fiscal Year 3 1 Oct 2013-30 Sept 2014		Fiscal Year 4 1 Oct 2014-30 Sept 2015		Fiscal Year 5 1 Oct 2015-30 Sept 2016		Life of Project Target	Life of Project Actual	Comments
		Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual			
	<b>(Task 3)</b>													
8	Number of education officials or administrators and officials successfully trained with US government supported  <b>(All Task areas)</b>	200	425 M: 300 F:125	1,531	2,630 M: 1,891 F:739	350	484 M: 318 F: 166	200	701 M: 433 F: 268	100	-	2,631 M: 1,579 F: 1,052	4,240 M: 2,942 F: 1,298 161 %	The number of administrators reached is more than the targeted number due to demand of training services by the MOGE e.g. the leadership training and round table meetings organized by National office respectively
9	Number of districts tracking resource allocation for equitable access to	0	0	0	0	40	2	23	-	20	83	2 (3 %)	This indicator is linked to LLPT program.	

STEP-UP ZAMBIA PROJECTED RESULTS THROUGH SEPTEMBER 30, 2014														
No	Indicator	Fiscal Year 1 1 Oct 2011 ó 30 Sept 2012		Fiscal Year 2 1 Oct 2012 ó 30 Sept 2013		Fiscal Year 3 1 Oct 2013-30 Sept 2014		Fiscal Year 4 1 Oct 2014-30 Sept 2015		Fiscal Year 5 1 Oct 2015-30 Sept 2016		Life of Project Target	Life of Project Actual	Comments
		Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual			
	education <b>(Task 1&amp; 2)</b>													
10	Number of districts that have reallocated resources in support of equity <b>(Task 1&amp; 2)</b>	0	0	0	1	40	0	23	-	20		83	1 (1%)	This indicator is linked to LLPT software.
11	Number of PPPs1 that have made commitments to support education improvement programs	0	0	0	0	10	2	5	4	-	-	10	7 (70%)	Four radio stations gave STEP-Up free air time in the following provinces: KFM in Luapula Province and Chikuni in Southern Province

STEP-UP ZAMBIA PROJECTED RESULTS THROUGH SEPTEMBER 30, 2014														
No	Indicator	Fiscal Year 1 1 Oct 2011 to 30 Sept 2012		Fiscal Year 2 1 Oct 2012 to 30 Sept 2013		Fiscal Year 3 1 Oct 2013-30 Sept 2014		Fiscal Year 4 1 Oct 2014-30 Sept 2015		Fiscal Year 5 1 Oct 2015-30 Sept 2016		Life of Project Target	Life of Project Actual	Comments
		Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual			
	<b>(Task 4.4)</b>													
12	Number of districts generating and disseminating quarterly reports from LLPT to stakeholders. <b>(Task 1)</b>	0	0	0	0	20	0	20	0	-	-	40	0	The learner tracker has been piloted in two provinces. The actual generation of reports will start with Term 3 data.
13	Number of districts and provinces with a DMC whose DMC meets at least quarterly to review and analyze data	0	0	0	0	40	37	11	15			51	52 (102%)	

STEP-UP ZAMBIA PROJECTED RESULTS THROUGH SEPTEMBER 30, 2014														
No	Indicator	Fiscal Year 1 1 Oct 2011 ó 30 Sept 2012		Fiscal Year 2 1 Oct 2012 ó 30 Sept 2013		Fiscal Year 3 1 Oct 2013-30 Sept 2014		Fiscal Year 4 1 Oct 2014-30 Sept 2015		Fiscal Year 5 1 Oct 2015-30 Sept 2016		Life of Project Target	Life of Project Actual	Comments
		Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual			
	<b>(Task 1)</b>													
14	Number of guidelines, policies , advisory memos generated as a result of LLPT data analyses conducted by DMCs  <b>(Task 1)</b>	0	0	0	0	40	0	11	0			51	0	See #12
15	Number of district / province strategic plans that have rated higher	0	0	0	0	65	53	33	0			91	53 (54 %)	.

STEP-UP ZAMBIA PROJECTED RESULTS THROUGH SEPTEMBER 30, 2014														
No	Indicator	Fiscal Year 1 1 Oct 2011 ó 30 Sept 2012		Fiscal Year 2 1 Oct 2012 ó 30 Sept 2013		Fiscal Year 3 1 Oct 2013-30 Sept 2014		Fiscal Year 4 1 Oct 2014-30 Sept 2015		Fiscal Year 5 1 Oct 2015-30 Sept 2016		Life of Project Target	Life of Project Actual	Comments
		Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual			
	in quality based on the LPIS scoring rubric. (Task 4)													

## ANNEX C: List of priority districts

LEADING DISTRICTS: HOW TO RANK OUR DISTRICTS BASED ON PROGRESS AND SUCCESS TO DATE			Ranking by STEP-UP Staff
1	Copperbelt	Ndola	1
2	Lusaka	KAFUE	1
3	Eastern	MAMBWE	1
4	Southern	CHOMA	1
5	Northern	LUWINGU	1
6	Luapula	KAWAMBWA	1
7	Muchinga	MAFINGA	1
8	Western	LUKULU	1
9	North Western	MWINILUNGA	1
10	Central	CHISAMBA	1
11	Copperbelt	Mufulira	2
12	Lusaka	CHONGWE	2
13	Eastern	PETAUKE	2
14	Southern	SIAVONGA	2
15	Northern	KAPUTA	2
16	Western	MONGU	2
17	Luapula	NCHELENGE	2
18	Muchinga	CHINSALI	2
19	North Western	IKELENGE	2
20	Central	CHITAMBO	2
21	Eastern	KATETE	3
22	Southern	KALOMO	3
23	Copperbelt	Chililabombwe	3
24	Western	SESHEKE	3
25	Luapula	MANSA	3
26	Muchinga	MPIKA	3
27	Northern	MBALA	3
28	North Western	MANYINGA	3
29	Lusaka	LUSAKA	3
30	Central	SERENJE	3

31	Southern	KAZUNGULA	4
32	Eastern	VUBWI	4
33	Lusaka	LUANGWA	4
34	Copperbelt	Kalululshi	4
35	Western	SENANGA	4
36	Muchinga	NAKONDE	4
37	Luapula	SAMFYA	4
38	North Western	SOLWEZI	4
39	Central	KABWE	4
40	Northern	KASAMA	4
41	Southern	PEMBA	5
42	Southern	GWEMBE	5
43	Northern	MPULUNGU	5
44	Southern	NAMWALA	5
45	Muchinga	CHAMA	5
46	Muchinga	ISOKA	5
47	Muchinga	SHIWA NG'ANDU	5
48	Western	LUAMPA	5
49	North Western	CHAVUMA	5
50	Central	KAPRI MPOSHI	5