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# EDUCATION DATA ACTIVITY

## Activity Monitoring, Evaluation and Learning Plan

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# USAID EDUCATION DATA ACTIVITY

## ACTIVITY MONITORING, EVALUATION AND LEARNING PLAN

Submitted to:

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IDIQ AID-OAA-I-14-00057-ABE ACR

Contract 72061118C00005

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## ACRONYMS

AMELP	Activity Monitoring, Evaluation, and Learning Plan
CDC	Curriculum Development Centre
CDCS	Country Development Cooperation Strategy
DO	Development Objective
ECE	Early Childhood Education
ECZ	Examination Council of Zambia
EGRA	Early Grade Reading Assessment
FO	Field Office
GRZ	Government of the Republic of Zambia
HO	Head Office
IR	Intermediate Result
LoE	Level of Effort
Lol	Languages of Instruction
LOP	Life of Project
MoGE	Ministry of General Education
MoU	Memorandum of Understanding
MSI	Management Systems International
ORF	Oral Reading Fluency
PIRS	Performance Indicator Reference Sheet
PISA-D	Programme for International Students Assessment for Development
QASP	Quality Assurance and Surveillance Plan
QCO	Quality Control Officer
PM/TL	Program Manager/Team Lead

RFP	Request for Proposal
SPSS	Statistical Package for the Social Sciences
SSME	Snapshot of School Management Effectiveness
STA	Senior Technical Advisor
STTA	Short Term Technical Assistance
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
RF	Results Framework
TAM	Test Administration Manual
TMF	Training Monitoring Form
TOCO	Task Order Contracting Officer
TOCOR	Task Order Contracting Officer's Representative
USAID	United States Agency for International Development



## EXECUTIVE SUMMARY

The USAID Education Data activity began implementation in April 2018, with the objective to provide education assessment, data management, and research and evaluation services in support of the forthcoming USAID *Let's Read, Zambia* activity that targets Eastern, Muchinga, North-Western, Western, and Southern Provinces. The USAID Education Data activity also aims to strengthen the capacity of the Examination Council of Zambia (ECZ) and the Ministry of General Education (MoGE) to track and collect data to improve learning outcomes in Zambia. The USAID/Zambia funded Education Data activity that will end in October 2021.

This Activity Learning, Monitoring, and Evaluation Plan (AMELP) is a strategic tool developed to describe how the Education Data activity will monitor its tasks related to assessment, data management and research and evaluation services in support of USAID's *Let's Read, Zambia* activity; and to report on the progress made toward the achievement of targets. The AMELP includes the Education Data activity's development hypothesis and results framework (RF), key performance indicators, monitoring and evaluation structures and capabilities, data quality assurance methods, and schedule and targets for performance monitoring. This is a living document that will be updated throughout the life of the activity based on new targets or approaches on activity performance and results, as well as changes in the Mission's priorities to the extent that they are feasible and relevant. This document only refers to the Education Data activity's AMELP and not to the overall Mission Performance Monitoring Plan, although the relationship between these two were considered in the development of this AMELP.

## INTRODUCTION

The USAID Education Data activity began implementation in April 2018, with the objective to provide education assessment, data management, and research and evaluation services in support of the forthcoming USAID *Let's Read, Zambia* activity that targets Eastern, Muchinga, North-Western, Western, and Southern Provinces. The USAID Education Data activity also aims to strengthen the capacity of the Examination Council of Zambia (ECZ) and the Ministry of General Education (MoGE) to track and collect data to improve learning outcomes in Zambia. The USAID/Zambia funded Education Data activity that will end by October 2021.

This Activity Learning, Monitoring, and Evaluation Plan (AMELP) is a strategic tool developed to describe how the Education Data activity will monitor its tasks related to assessment, data management and research and evaluation services towards USAID's *Let's Read, Zambia* activity; and report on the progress made toward the achievement of targets. The AMELP includes the Education Data activity's development hypothesis and Results Framework (RF), key performance indicators, monitoring and evaluation structures and capabilities, data quality assurance methods, and schedule and targets for performance monitoring. This is a living document that will be updated throughout the life of the activity based on new targets or approaches on activity performance and results, as well as changes in the Mission's priorities. This document only refers to this activity AMELP and not to the overall Mission Performance Monitoring Plan, although the relationship between these two are considered in the development of this AMELP.

## THE ACTIVITY AND CONTEXT

Primary school completion rates in Zambia are high (81% in 2013), but major challenges in learning outcomes persist, especially in relation to literacy rates. In 2011, Grade 6 learners in all nine Zambian provinces scored below the international means for reading and math according to the Southern and Eastern Africa Consortium for Monitoring Educational Quality study (SACMEQ III, 2011).<sup>1</sup> Results from a 2015 Early Grade Reading Assessment (EGRA) found that between 46 and 88 percent of Grade 2 learners – depending on local languages – scored zero on the oral reading fluency (ORF) sub-task. This indicates that learners could not read a single word correctly in a second-grade level passage (RTI, 2015). While the target of four percent of learners achieving fluency was met in Lunda, Kiikaonde and Icibemba languages, only in Lunda did the percentage of non-readers decrease from 45% in 2014 to 26% in 2018 (Main Brief ECZ G.2 NA, 2018). Other languages did not show significant progress. Therefore, to address these low literacy levels, the current MoGE’s literacy strategy emphasizes reading instruction in students’ local languages.

Further, the goal of the forthcoming *Let’s Read, Zambia* activity, funded by USAID/Zambia, is to improve the ability of Grade 2 learners to read at grade level, as measured through Early Grade Reading Assessments (EGRAs). The *Let’s Read, Zambia* will support the Government of the Republic of Zambia’s Primary Literacy Program (PLP), which seeks to improve reading outcomes for approximately 1.4 million children attending public and community schools from pre-primary through Grade 3. *Let’s Read, Zambia* is also aligned to Goal One of the USAID Global Education Strategy: “Improving Reading Levels for a Hundred Million [primary-school] learners.” This activity directly supports the USAID/Zambia 2011-2018 CDCS Development Objective (DO) No. 3, ‘Human Capital Improved,’ and under that DO, the Intermediate Result (IR), “Educational Achievement in Math and Reading Improved.” The activity responds directly to Sub-Intermediate Result (SIR) 3.1.2, ‘Public and Community School Performance Improved,’ and contributes to the achievement of SIR 3.1.1, ‘Ministry of Education Systems Strengthened’ (FedBiz Site, USAID Request for Proposals (RFP) Number 72061118R00001 for *Let’s Read, Zambia* Activity, March 2018).

In support of *Let’s Read, Zambia*’s goal, the USAID Education Data activity, implemented by DevTech Inc., will complete two EGRAs – in 2018 and 2020 - to assess reading skills of learners in Grade 2. The EGRAs will provide data to serve as baseline and midline for *Let’s Read, Zambia* to assess whether and to what extent *Let’s Read, Zambia* is improving the ability of Grade 2 learners to read at grade level. EGRAs will be conducted in a sample of Government run public and community primary schools that use one of the seven GRZ designated languages of instruction (LoI) and for oral English. The seven LoIs include Cinyanja, Icibemba, Chitonga, Kiikaonde, Lunda, Luvale, and Silozi.

The USAID Education Data activity will conduct the EGRAs in the five provinces that will be targeted by *Let’s Read, Zambia*: Eastern, Muchinga, North-Western, Western, and Southern Provinces. The *Let’s Read, Zambia* activity will be implemented in approximately 4,250 schools that operate in 425 zones spread

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<sup>1</sup> Musonda, B., & Kaba, A. (2011). The SACMEQ III Project in Zambia: A study of the conditions of schooling and quality of education. SACMEQ III, National Reports, Zambia.

across 58 districts. Of these 4,250 schools, approximately 1,300 schools include Early Childhood Education (ECE) programs.

In close collaboration with MoGE and ECZ, the Education Data activity will conduct the EGRAs in 2018 and 2020. Also, the Education Data activity will strengthen ECZ capacity to conduct EGRAs in the future. Based on the transition strategy, the Education Data activity will gradually transfer several EGRA related tasks to ECZ during the life of the activity. The Education Data activity will lead all EGRA related tasks at baseline in 2018, including (1) developing sampling and data collection plans; (2) adapting and developing EGRA tools; (3) conducting pilots; (4) recruiting and training assessors and quality control officers; (5) data collection and monitoring; (6) data cleaning, analysis and report preparation with contributions from MoGE and ECZ, and; (7) the dissemination of results with equal contributions from MoGE and ECZ. But, at midline in 2020, the Education Data activity will transfer at least 50 percent of EGRA related tasks to ECZ, although the Education Data activity will remain responsible for it. The Education Data activity will provide as needed guidance and oversight for all of the tasks transferred to ECZ. During the life of the activity, the Education Data activity will engage in several capacity building efforts in order to facilitate the transfer in 2020 to ECZ and the subsequent implementation of EGRAs by ECZ.

## DEVELOPMENT HYPOTHESIS

The USAID Education Data activity considers that Development Objective 3 – Human Capital Improved - of USAID/Zambia’s Country Development Cooperation Strategy (CDCS) can be achieved through both the strengthening of MoGE and by improving educational achievements in Zambia. To achieve these outcomes, the Education Data activity will use evidence based policies derived from reliable and high-quality assessment data, data management, evaluation and research services, and capacity building. The hypothesis rests on the following assumptions:

- 1) Conducting EGRAs will provide a baseline and midline for *Let’s Read, Zambia*, enabling USAID to measure whether the intervention is effective in improving Grade 2 learners’ ability to read at grade level;
- 2) ECZ capacity-building activities will sustainably strengthen MoGE’s ability to collect and analyze EGRA data to facilitate sound policies; and
- 3) Special research studies related to learner outcomes in early grade reading will enable USAID/Zambia, MoGE, and ECZ to better understand and address programming needs.

Thus, based on the hypothesis above, the USAID Education Data activity directly contributes to intermediate results related to Development Objective 3 – Human Capital Improved - of the USAID/Zambia’s Country Development Cooperation Strategy (CDCS).<sup>2</sup>

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<sup>2</sup> See Zambia Country Development Cooperative Strategy, 2011 – 2019. <https://www.usaid.gov/zambia/cdcs>.

## RESULTS FRAMEWORK, RELATIONSHIP TO CDCS AND LOGIC MODEL

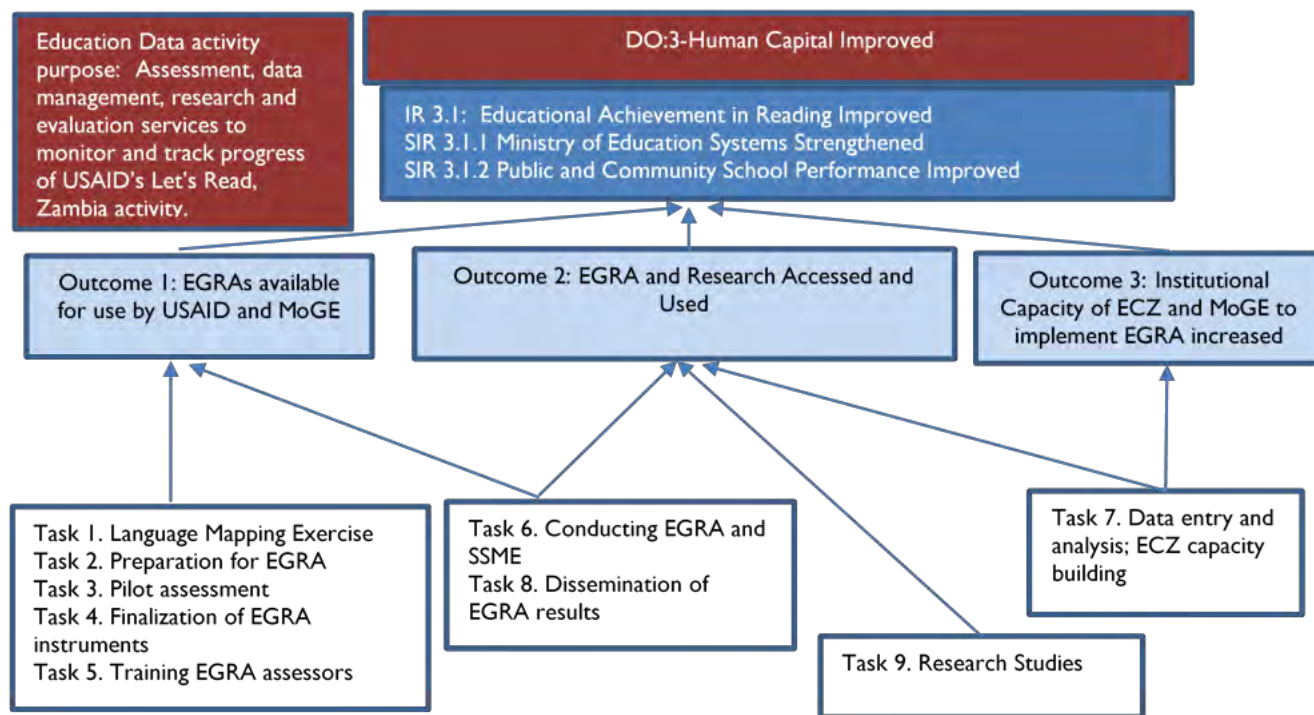
In view of Development Objective 3 – Human Capital Improved - of the USAID/Zambia’s CDCS, the USAID Education Data activity is designed to support USAID/Zambia’s CDCS’s intermediate result (IR) 3.1, Educational Achievement in Reading Improved, Sub-IR 3.1.1, Ministry of Education Systems Strengthened, and Sub-IR 3.1.2, Public and Community School Performance Improved.

The USAID Education Data activity will accomplish the results by implementing tasks related to three outcomes:

- 1) Outcome 1: EGRAs available for use by USAID and MoGE – Two new rounds of EGRA data for Grade 2 will be conducted
- 2) Outcome 2: EGRA and Research Results Accessed and Used - New EGRA data and research study results will be made available for use by all stakeholders in five provinces and MoGE
- 3) Outcome 3: Institutional Capacity of ECZ/MoGE to implement EGRA increased – Capacity building will be carried out to ensure sustainability of EGRA in Zambia is increased

The Education Data activity will implement nine distinct tasks related to the three expected outcomes referenced above. The relationship between the tasks, expected outcomes, and linkages to USAID/Zambia’s results framework is depicted in Figure 1.

Figure 1. Education Data activity Purpose, Goal, Intermediate Results, Outcomes, and Tasks



## CRITICAL ASSUMPTIONS

The Education Data activity assumes the following to influence the Activity’s intended results:

*Stakeholder agreement:* Mutual understanding based on existing agreement between USAID and GRZ, including MoGE and ECZ, on sustainable goals, approaches, and general tasks of the Education Data activity.

*Province and district-level cooperation:* Support from MoGE and ECZ is sufficient to secure the cooperation of provincial and district level education offices and officials, as well as to secure access to Grade 2 learners in Government run public and community schools sampled for the EGRAs, as well as other research and evaluation tasks.

## PERFORMANCE INDICATORS

### USAID STANDARD INDICATOR

The Education Data activity will measure progress made under the *Let’s Read, Zambia* activity through the EGRAs using relevant standard indicators. The indicator refers to DO:3- Human Capital Improved; IR.3.1 Educational Achievements in Reading and Math; and Sub-IR 3.1.2: Government run public and community school performance increased. As per the contract, the Education Data activity is required to report on the standard outcome indicator ES.1.1. shown below.

ES. 1-1 (Outcome)	Percent of learners who attain a minimum grade-level proficiency in reading at the end of grade 2 with USG assistance.
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### EDUCATION DATA ACTIVITY PERFORMANCE INDICATORS

Three outcomes and eight corresponding output indicators, referenced in Table I below, will be measured to track and analyze the performance of the Education Data activity during its contracted period, April 2018 to October 2021.

**Table I: USAID Education Data Activity Indicator List**

Indicator Number	Name of the Indicator	Indicator Type
<b>1</b>	<b>EGRAs Available for Use by USAID and MoGE</b>	<b>Outcome</b>
1.1	Number of schools with language profile verified	Output
1.2	Score of EGRA instrument completion	Output
1.3	Number of EGRA Quality Control Officers (QCOs) and assessors trained	Output
1.4	Number of schools in which EGRA is completed	Output
<b>2</b>	<b>EGRA and Research Results Accessed and Used</b>	<b>Outcome</b>

2.1	Number of EGRA and research study results dissemination activities conducted	Output
2.2	Number of research studies completed	Output
<b>3</b>	<b>Institutional Capacity of ECZ and MoGE to implement EGRA is Increased</b>	<b>Outcome</b>
3.1	Number of individuals trained in various EGRA tasks to implement EGRA at ECZ and MoGE	Output
3.2	Percent of EGRA tasks implemented by ECZ staff	Output

Note that output indicator 3.1: Number of individuals trained in implementing EGRA at ECZ and MoGE could also contribute to USAID standard output indicator ES. 1-12: Number of education administrators and officials who complete professional development activities with USG assistance.

The outcome indicators will help to measure progress towards achieving the goals of the Education Data activity. The outcome indicators will answer the questions: Did stakeholders in Zambia receive new EGRA data? Did the Education Data activity strengthen the MoGE's systems and ability to understand early grade reading achievements? Was the Education Data activity successful in transferring the EGRA framework to local implementers?

Output indicators will help to measure the performance of the Education Data activity such as progress towards achieving targets for each of the nine tasks shown in Figure 1. The output indicators will answer the questions: How many schools with a language profile were verified through the language mapping exercise? In how many schools was EGRA completed? How many EGRA dissemination activities and research studies were conducted? How many individuals at MoGE and ECZ were trained, and what percent of EGRA tasks were implemented by ECZ staff?

Throughout the life of the award, any additional indicators that USAID may require for the Education Data activity will be identified and added to the extent feasible and relevant.

## **ACTIVITY MONITORING, EVALUATION AND LEARNING PLAN**

The AMELP will ensure that data collected are accurate, reliable, timely, and precise. Indicators will be disaggregated by sex, location, language, school type, and other sub-groups, whenever applicable, during data collection and analysis. The Education Data activity field and home office team will conduct regular Data Quality Assurance and spot checks to ensure data are collected and entered according to the Quality Assurance Surveillance Plan (QASP) and USAID's Operational Definitions on Data Quality.

For monitoring, a QASP, a self-monitoring and quality assurance measure, was developed by the Education Data activity to ensure that all tasks for the Education Data activity are implemented at the planned benchmarks, including timelines and budgets. The QASP also provides quality assurance, and includes data quality assessments, performance measurement, and timely reporting. In addition, the Education Data activity will monitor the USAID operational requirements needed to meet all technical monitoring of the activity.



The Education data activity will not conduct any evaluation of the *Let's Read, Zambia* activity. But, the EGRAs conducted by the Education Data activity, pursuant with USAID evaluation policy, will serve as a baseline and midline for an evaluation of the forthcoming *Let's Read, Zambia* activity. Should there be a need and resources permitting, USAID may commission an external evaluation of the *Let's Read, Zambia* activity in future.

To advance learning, key findings from the baseline and midline EGRA reports will be disseminated widely to key stakeholders such as USAID, MoGE and GRZ through dissemination workshops conducted during the life of the activity. The Education Data activity will also work with stakeholders to identify research topics and studies that could be obtained through other potential learning activities including portfolio reviews, reviews of monitoring data, site visits and collecting experiential knowledge of stakeholders.

## ROLES AND RESPONSIBILITIES

In order to implement the AMELP, the Education Data activity has established the following structures, staff roles, and responsibilities:

- A Field Office (FO) is located in Lusaka, Zambia. A Project Manager/Team Leader will provide overall leadership to the field office team, and a Senior M&E/EGRA Specialist will be responsible for implementing the M&E plan, and will also provide strategic oversight for periodic data collection and analysis. FO personnel will also lead dissemination of results to stakeholders.
- At the Head Office (HO) located in Virginia, USA, a Senior Technical Advisor (STA) will function as project director and will ensure quality of all deliverables, conduct annual field visits to oversee operations and DQAs conducted by the Senior M&E/EGRA Specialist. The DQAs will determine whether data are being collected and stored in accordance to the QASP and AMELP developed for the activity. In addition, the STA will conduct several trainings for the staff on DQAs, and participate in dissemination of results to stakeholders.

Detailed roles and responsibilities for each of the personnel are shown in Table 2.

**Table 2: Monitoring, Evaluation and Learning Roles and Responsibilities**

Role	Responsibilities
<b>Field Office (FO)</b>	
<b>Program Manager/Team Leader (PM/TL)</b>	<ul style="list-style-type: none"> <li>• Provide overall leadership to the FO staff. Lead dissemination of results to stakeholders.</li> </ul>
<b>Senior Monitoring and Evaluation/EGRA Specialist</b>	<ul style="list-style-type: none"> <li>• Lead the development of M&amp;E related data collection tools, policies, and procedures.</li> <li>• Provide strategic oversight of periodic data collection and analysis.</li> <li>• Conduct annual DQAs for all indicators</li> <li>• Review indicators and prepare them for reporting in quarterly reports and annual performance review reports</li> </ul>

	<ul style="list-style-type: none"> <li>• Support technical reporting by providing information on data collection and the production of data files</li> </ul>
<b>Home Office (HO)</b>	
<b>Senior Technical Advisor</b>	<ul style="list-style-type: none"> <li>• Provide overall management of activity including FO, HO staff supporting the activity, and subcontractors involved in the activity.</li> <li>• Liaise with USAID/Zambia for management and technical matters</li> <li>• Oversee DQAs of indicators and provide course corrections when necessary.</li> <li>• Provide trainings for staff and key stakeholders on data collection procedures, triangulation of indicators, development of instruments, and data quality verification</li> <li>• Facilitate and participate in the dissemination of results</li> </ul>

In addition to the above, the Education Data activity will also work closely with local stakeholders (MoGE and ECZ) to develop data collection tools, to support other EGRA related tasks, and the dissemination of results.

With reference to ADS 203.3.3.1 g, the Education Data activity supports the Mission’s efforts to maintain a performance monitoring information system that holds performance indicator data including data collected by this AMELP.

**DATA QUALITY, COLLECTION, SOURCES AND REPORTING**

A summary of all indicators that will be used by the Education Data activity, including a description and schedule is shown in Annex A, and a Performance Indicator Reference Sheet (PIRS) for each indicator is shown in Annex B. Each PIRS provides an indicator description, a reporting frequency and the data source. Each indicator will be disaggregated as required and relevant. For example, indicators referring to number of individuals will always be disaggregated by sex.

The QASP developed by the Education Data activity that describes processes to self-monitor, document, and report performance will guide compliance with AMELP deliverable requirements. The QASP aligns with USAID’s Agency standards for DQAs and adheres to the following data quality standards in the management of data collection and reporting processes:

- *Validity:* Data should clearly and adequately represent the intended result.
- *Reliability:* Data should reflect stable and consistent data collection processes and analysis methods over time.



- *Timeliness:* Data should be available at a useful frequency, should be current, and should be timely enough to influence management decision making.
- *Precision:* Data has a sufficient level of detail to permit management decision making; e.g. the margin of error is less than the anticipated change.
- *Integrity:* Data collected should have safeguards to minimize the risk of transcription error or data manipulation.

Throughout the life of the activity, the Education Data activity will track indicators at various times using several data collection tools. Some key monitoring tools include EGRA tools, Training Monitoring Form (TMF) and Test Administration Manual (TAM).

Data on indicators will be collected through both primary and secondary sources. Primary sources include direct observations, interviews, and data collected from the baseline and midline EGRAs. For example, Output Indicator 1.4, *Number of schools in which EGRA is conducted*, will be collected through analysis of EGRA data. Secondary data will provide another avenue of data source and will include reviews of internal Education Data activity as well as external sources including USAID, ECZ, MoGE and previous Zambia EGRA assessments, evaluations and research.

The Education Data activity will download all EGRA data collected using electronic tablets into the appropriate software including Excel and STATA. Should any data be collected using paper-based tools, they will also be entered into Excel and STATA. Data collected through EGRAs will be virtually monitored through online dashboards such that indicators can be calculated on a continuous basis. This will provide cumulative and summary data at the end of EGRA data collection.

Performance indicators will be reported annually in the Annual Performance Report and will be submitted to USAID at the end of each fiscal year during the life of the activity (2018, 2019, 2020, and 2021). While most indicators will be reported annually, some indicators may involve additional reporting periods. For example, Indicator 3.1: *Number of individuals trained in implementing EGRA at ECZ and MoGE* (that could also contribute to USAID standard output indicator ES. 1-12: *Number of education administrators and officials who complete professional development activities with USG assistance*) will be reported both quarterly and annually, as this indicator may change on a more frequent basis based on the Education Data activity's capacity building with the MoGE/ECZ. In contrast, EGRA assessor trainings will only be conducted in Year 1 (at baseline) and in Year 2 (at midline). Therefore, Indicator 1.4, *Number of EGRA assessors trained*, can be reported on an annual basis. Nonetheless, all outcome and output indicators will be measured and reported at closing in the Education Data activity's Final Report to be submitted in October 2021.

To ensure indicators are measured and recorded accurately, DQAs will be conducted by the Education Data activity prior to indicators being reported. If no DQA has been conducted prior to the reporting, a 0 or N/A will be inserted as a result for that year. A general template for DQAs to be completed by the Education Data activity is provided in Annex C. Broad guidelines for the Education Data activity to use to conduct the DQAs are listed in Annex D.

A detailed schedule of the performance monitoring plan that shows planned tasks, frequencies and timelines are shown in Annex E. Every third month – or quarterly – the Education Data activity will collate and update the performance data to review with the TOCOR. This process will provide necessary input

to the quarterly update of the work plan schedule as to ensure that the activities planned for the following quarter are scheduled well. At the end of the fiscal year, the Education Data activity will submit an annual performance report that includes a compilation of the year’s actual achievement versus targets for each indicator as well as an explanatory narrative. All reports will be presented as a draft to the TOCOR and then finalized after incorporating Mission feedback.

## CROSS-CUTTING ISSUES

All indicators that have gender aspects will be sex-disaggregated in the data collection, analysis, and reporting. This includes; (1) the number of people involved in EGRA related tasks including developing EGRA instruments, data collection, capacity building, and research related tasks, (2) the number of learners assessed for early grade reading skills, and the average reading scores and, (3) the number of head teachers and teachers interviewed during the EGRAs. Whenever feasible, The Education Data activity will also discuss relevant gender-related insights gathered from interviews with teachers and head teachers etc.

## BUDGET

The budget presented in Table 3 is an estimate for the Senior M&E/EGRA Specialist. It is based on the average salary of the staff over the course of the life of the Education Data activity (3.5 years) and the time spent on each of these tasks. The Level of Effort (LoE) is based on the total days needed to complete the required tasks for each indicator during the life of the project. There is a total of 11 indicators included under the AMELP for the Education Data activity. Funding for the tasks is already included in the approved contract budget, therefore no additional funding is required.

**Table 4: Illustrative Budget for Senior M&E/EGRA Specialist per Indicator**

Task	LoE (Days)	M&E Budget (in US\$)	Percentage of Overall Contract Budget
Collection of Data	1	\$1,760	0.03
Review and reporting	14	\$24,640	0.42
DQA	2	\$3,520	0.06
<b>TOTAL</b>		<b>\$29,920</b>	<b>0.51</b>

## ANNEX A. PROGRESS SUMMARY PER ACTIVITY MONITORING, EVALUATION AND LEARNING PLAN<sup>3</sup>

Annex A: Summary of Indicators											
Indicator	Description & Unit of Measurement	Reporting Frequency	Baseline Time Period	Baseline Value	DQA Due Date	Data Collection Method	Year 1 Target	Year 2 Target	Year 3 Target	Year 4 Target	Target Justification & Approval
Outcome 1: EGRAs available for use by USAID and MoGE											
IR Indicator 1: Number of EGRA available for use by USAID and MoGE	Number of rounds of EGRA for which complete dataset, including: data in electronic format, documentation, and assessment report are available to USAID and MoGE. <ul style="list-style-type: none"> <li>Number of complete and accessible datasets</li> </ul>	Annually	Sept.-Oct. 2018	0	June 30, 2019	Assessment	1	1	1	1	Baseline and Midline assessment to help assess progress made under <i>Let's Read, Zambia</i> activity
Indicator 1.1: Number of schools with language profile verified	Number of schools for which GRZ designated languages of instruction have been verified (disaggregated by zone, school type, location, GRZ designated language, and district and province) <ul style="list-style-type: none"> <li>Number of schools (cumulative)</li> </ul>	Annually	Jun. 2018	0	Aug. 2018	Desk review & field verification.	4,250		4,626	0	Preparation of the sampling frame for baseline survey from school population

<sup>3</sup> Indicators and targets for the AMELP are currently under USAID review and yet to be finalized

Indicator 1.2: Score of EGRA instrument completion	Number from 0 to 100, indicating readiness of new EGRA instrument based on steps required to develop the instrument. Score 100 indicates that instrument is developed and ready to use for implementation of EGRA. • Score of completion (cumulative)	Annually	Aug. 2018	0	Aug. 2018	Verification of completely developed EGRA instruments	100%	0	100%	0	All assessment instruments to be completed for assessment use
Indicator 1.3: Number of EGRA assessors trained	Number of people who completed training as assessors or supervisors (QCOs) to conduct EGRA • Number of people who attended at least 4 days of training and achieved a gold standard score above 90%.	Annually	Oct. 2018	0	Sept, 2019	Activity Records	168 total with at least 126 achieving the gold standard	0	180 with at least 135 (75%) attaining the gold standard	0	Number of assessors capable of conducting EGRA
Indicator 1.4 Number of schools in which EGRA is completed	Number of schools for which EGRA is completed. In each school, up to 20 (10 boys, 10 girls) Grade 2 learners in one of the GRZ designated Lol will be assessed. (Disaggregated by community, ECE, GRZ Lol, location)	Annually	Oct-Dec 2018	0	Dec, 2018	Meta-data from EGRA data collection	1,080	0	1,000	0	Baseline and Midline sample size for Let's Read, Zambia activity.
<b>Outcome 2: EGRA and Research Accessed and Used</b>											
IR Indicator 2: Percent of stakeholders reporting having access to EGRA results	Percent of all stakeholders in five target provinces reporting access to the latest round of EGRA reports and data.	Annually	Jan. 2019	0	Jun. 30, 2019 Mar. 30, 2021	Activity Records	0	At least 100 people among all stakeholders in target provinces receive reports or data and 75% will	TBD	At least 100 people among all stakeholders in target provinces receive reports or data and 75% will	Targets will be set with MoGE and USAID for Year 3.

								acknowledge receipt and 60% report use of information.		acknowledge receipt and 60% report use of information.	
Indicator 2.1: Number of EGRA dissemination activities conducted	Number of EGRA results dissemination activities conducted. . Number of stakeholders attending dissemination activities	Annually	Jan. 2019	0	Jun. 2019 & Aug. 2021	Activity Records	0	3	0	3	
Indicator 2.2: Number of research studies completed	Number of research studies completed by the Education Data Activity (alone or in collaboration with other stakeholders)	Annually	Jan. 2019	0	TBD	Field data collection and reviewing of documents and reports	0	1	3	0	Topics approved by USAID;
<b>Outcome3: Institutional Capacity of ECZ and MOGE to implement EGRA increased</b>											
IR Indicator 3: Institutional capacity at ECZ to implement EGRA	Number from 0 to 5 (None = 0; Very high = 5) that indicates skills level at ECZ to independently implement essential EGRA tasks. . Percent tasks with more than average score of 3.5	Annually	Jan. 2019	36%	Jun. 2020	Surveys and interviews		60%	70%	80%	
Indicator 3.1: Number of individuals at MoGE/ECZ trained by the Education Data activity in various aspects of EGRA implementation or use.	Number of Education administrators/officials trained at the MoGE and ECZ by the Education Data activity in various aspects of EGRA implementation or use. Disaggregated by Sex, institution and EGRA tasks.	Quarterly and Annually	Aug. 2018	0	On-going	Activity Records/Training Registers	At least a total of 10 persons at MoGE/ECZ trained	At least a total of 10 persons at MoGE/ECZ trained	At least a total of 50 persons at MoGE/ECZ trained	At least a total of 10 persons at MoGE/ECZ trained	

Indicator 3.2: Percent of EGRA tasks implemented by ECZ staff	Percent of the essential 11 EGRA tasks* implemented by ECZ staff. (Disaggregated by EGRA round)	Annually	Jan. 2019	0	TBD, Y2	Activity Records of ECZ staff	16%	33%	50%		Annual
USAID Standard Indicator											
ES.1-1. Percent of learners who attain a minimum grade-level proficiency in reading at the end of grade 2 with USG assistance	Percent of Grade 2 learners that demonstrate minimum oral reading fluency and comprehension of grade level text at the end of grade 2 <ul style="list-style-type: none"> <li>Disaggregated by sex (% female learners, % male learners); school type and if possible, by school location and Lol.</li> </ul>	Annually	Nov. 2018	TBD	June 30 <sup>th</sup> , 2019	EGRA baseline assessment	816 schools sampled with 20 learners in each school assessed in one of seven Lols (Denominator)	Non-words: 15 cwpm ORF: 20 cwpm Comprehension: 40% (2 out of 5)	1,000 schools sampled with up to 20 learners in each school assessed in one of seven Lols.	40% of sample students achieve benchmark: Non-words: 15 cwpm ORF: 20 cwpm Comprehension: 40% (2 out of 5)	Targets set for <i>Let's Read, Zambia</i> project.
<p>Note *: Essential EGRA Tasks include: (i) Sampling Plan; (ii) Logistics Planning; (iii) Tools Finalization; (iv) Programming on Electronic Tablets; (v) Training of assessors and QCOs; (vi) Dry runs; (vii) Data Collection; (viii) Monitoring for DQA during data collection; (ix) Data Cleaning and preparation for analysis; (x) Analysis and Reporting; (xi) Results dissemination.</p>											

**ANNEX B. PERFORMANCE INDICATOR REFERENCE SHEETS (PIRS) FOR THE EDUCATION DATA ACTIVITY**

<b>Performance Indicator Reference Sheet</b>
<b>Name of Development Objective: DO:3</b> Human Capital Improved
<b>Name of Intermediate Result: IR.3.1</b> Educational Achievements in Reading and Math Improved
<b>Name of Sub-Intermediate Result: SIR:</b> MESVTEE (MoGE) systems strengthened
<b>Name of Indicator: I:</b> Number of EGRA available for use by USAID and MoGE
<b>Program Area:</b> Education
<b>Program Element:</b> Basic Education
<b>Is this an Agency Reporting Indicator? No <input checked="" type="checkbox"/> Yes <input type="checkbox"/>, Reporting Year(s)</b>
<b>DESCRIPTION</b>
<b>Precise Definition(s):</b> This indicator measures the number of rounds of EGRA for which complete dataset, including: data in electronic format, documentation, and assessment report are available for use by USAID and MoGE.
<b>Unit of Measure:</b> Number
<b>Disaggregated by:</b> Gender, rural/urban, GRZ and Community
<b>Justification &amp; Management Utility:</b> This indicator will provide the number of EGRA available to help monitor and assess the progress made under USAID’s Let’s Read Zambia.
<b>PLAN FOR DATA ACQUISITION BY USAID</b>
<b>Data Collection Method:</b> Data will be compiled from MoGE, USAID Washington and USAID Zambia databases.
<b>Data Source:</b> MoGE, ECZ, DevTech, USAID Washington and USAID Zambia databases.
<b>Method of Data Acquisition:</b> Learner assessments data compiled from MoGE, USAID Washington and USAID Zambia databases.
<b>Frequency and Timing of Data Acquisition:</b> Twice in the Life of Project (LOP) (2018 and 2020)
<b>Estimated Cost of Data Acquisition:</b> N/A
<b>Individual Responsible at USAID:</b> Ms. Yvonne Chomba, COR
<b>Individual Responsible for Providing Data to USAID:</b> Francis Sampa, PM/Team Lead, USAID Education Data Activity, DevTech
<b>Location of Data Storage:</b> Education Data activity Office and Home Office at DevTech
<b>DATA QUALITY ISSUES</b>
<b>Date of Initial Data Quality Assessment:</b> November 30, 2018
<b>Known Data Limitations and Significance (if any):</b> Unknown weather patterns, examinations and poor attendance by learners may lead to delays in conducting EGRA
<b>Actions Taken or Planned to Address Data Limitations:</b> Arrangements with schools, districts and provinces to ensure timing for assessments and learners are available for assessments.
<b>Date of Future Data Quality Assessments:</b> April 2019; October 2020 (midline); April 2021

**Procedures for Future Data Quality Assessments:** DQA after baseline report and data are approved by April 2019; DQA during training and data collection of midline in 2020 and after midline report and data are approved by April 2021;

**PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING**

**Data Analysis:** Compare targets with the actual performance

**Presentation of Data:** EGRA report in English language with summaries translated in seven local languages.

**Review of data:** DEVTECH will thoroughly review all data before submission to USAID

**Reporting of Data:** Data will be reported to USAID/Zambia as per time lines agreed upon in the approved work plans

**NOTES**

**Notes:**

**PERFORMANCE INDICATOR VALUES**

Year	Target	Actual	Notes
2018	I	I	EGRA round 1 conducted
2019	I		EGRA datasets and reports are available
2020	I		EGRA round 2 conducted
2021	I		EGRA datasets and reports are available

**THIS SHEET LAST UPDATED ON: December 27, 2018**

**Performance Indicator Reference Sheet**

**Name of Development Objective: DO: 3** Human Capital Improved

**Name of Intermediate Result: IR.3.1** Educational Achievements in Reading and Math Improved

**Name of Sub-Intermediate Result: SIR-3.1.1:** MoGE Systems Strengthened

**Name of Indicator: I.1:** Number of schools with language profile verified

**Program Area:** Education

**Program Element:** Basic Education

**Is this an Agency Reporting Indicator? No  Yes , Reporting Year(s)**

**DESCRIPTION**

**Precise Definition(s):** This indicator measures the number of schools for which GRZ designated languages of instruction have been verified.

**Unit of Measure:** Number of schools, cumulative

**Disaggregated by:** Zone, school type, location (rural/urban), GRZ designated language, predominant languages & district and province.

**Justification & Management Utility:** This indicator will provide the number of schools for which language of instruction is verified to use as sampling frame to select schools for EGRAs, administer EGRA tools in the language of instruction used in the school, and to analyze progress on students' reading skills in the language of instruction.

**PLAN FOR DATA ACQUISITION BY USAID**

**Data Collection Method:** Desk review and field verification- Language Mapping using school records obtained from EdAssist Database from MoGE; field verification at provincial and district levels, and in EGRA sample schools.



<b>Data Source:</b> Schools, DEBS office, PEO, MoGE HQ and Central Statistics Office			
<b>Method of Data Acquisition:</b> DevTech will provide the Language mapping report USAID/ED as per time line agreed upon in approved work plans			
<b>Frequency and Timing of Data Acquisition:</b> Twice in LOP (2018 and 2020)			
<b>Estimated Cost of Data Acquisition:</b> N/A			
<b>Individual Responsible at USAID:</b> Ms. Yvonne Chomba, COR			
<b>Individual Responsible for Providing Data to USAID:</b> Francis Sampa, PM/Team Lead, USAID Education Data Activity, DevTech			
<b>Location of Data Storage:</b> Education Data activity Office and Home Office, DevTech			
<b>DATA QUALITY ISSUES</b>			
<b>Date of Initial Data Quality Assessment:</b> June 2018			
<b>Known Data Limitations and Significance (if any):</b> Some schools may not be captured or assigned to specific zones due to creation of new districts. Some schools could have been closed; MoGE databases could be outdated			
<b>Actions Taken or Planned to Address Data Limitations:</b> Follow up with provinces and newly created districts on school information; school level verification during EGRA data; Information will be updated as needed.			
<b>Date of Future Data Quality Assessments:</b> June, 2019; October 2020			
<b>Procedures for Future Data Quality Assessments:</b> DQAs in 2019 will be conducted at the provincial level for verification of number of schools and Language of Instruction; in 2020 school level verification in EGRA sample schools will be conducted.			
<b>PLAN FOR DATA ANALYSIS, REVIEW, &amp; REPORTING</b>			
<b>Data Analysis:</b> Updated school level information and for languages of instruction. Compare targets with the actual performance			
<b>Presentation of Data:</b> Language Mapping report			
<b>Review of data:</b> DEVTECH will review all data before submission to USAID			
<b>Reporting of Data:</b> Data will be reported to USAID/Zambia as per time lines agreed upon in approved work plans			
<b>NOTES</b>			
<b>Notes:</b>			
<b>PERFORMANCE INDICATOR VALUES</b>			
Year	Target	Actual	Notes
2018	4,250	4,626	Number of schools were higher than target. MoGE mandate included improving access to schooling by constructing more primary schools and encouraging community schools.
2019	4,626		
2020	4,626		
<b>THIS SHEET LAST UPDATED ON: December 27, 2018</b>			

Performance Indicator Reference Sheet	
<b>Name of Development Objective: DO: 3</b> Human Capital Improved	
<b>Name of Intermediate Result: IR.3.1</b> Educational Achievements in Reading and Math Improved	
<b>Name of Sub-Intermediate Result: SIR-3.1.1:</b> MOGE Systems Strengthened	
<b>Name of Indicator: I.2:</b> Score of EGRA instrument completion	
<b>Program Area:</b> Education	
<b>Program Element:</b> Basic Education	
<b>Is this an Agency Reporting Indicator? No <input checked="" type="checkbox"/> Yes <input type="checkbox"/>, Reporting Year(s)</b>	
DESCRIPTION	
<b>Precise Definition(s):</b> Number from 0 to 100, indicating readiness of new EGRA instrument based on steps required to develop the instrument. Score 100 indicates that instrument is developed and ready to use for implementation of EGRA. Numerator: Level of completion; Denominator: 100. Level of completion is based on the different phases of the instrument development for conducting EGRAs. At baseline in 2018, EGRA tool adaptation in seven languages: 25%; Complete piloting: 25%; Validation and IRB clearance of tools and protocols: 25%; Approval of tools by MoGE and USAID: 25%. At midline in 2020, EGRA tools finalization in seven languages: 50%; IRB clearance of tools and protocols and programming into tablets: 25%; Approval of tools by MoGE and USAID: 25%.	
<b>Unit of Measure:</b> Score of completion, cumulative	
<b>Disaggregated by:</b> GRZ designated language	
<b>Justification &amp; Management Utility:</b> This indicator will inform on the progress of instrument completion to be used for EGRA.	
PLAN FOR DATA ACQUISITION BY USAID	
<b>Data Collection Method:</b> Verification of all assessment instruments for completeness.	
<b>Data Source:</b> Reports tracking progress and verification of EGRA instruments completion	
<b>Method of Data Acquisition:</b> DevTech will provide the EGRA instruments to USAID/ED as per time line agreed upon in approved work plans.	
<b>Frequency and Timing of Data Acquisition:</b> Twice in LOP (2018 and 2020)	
<b>Estimated Cost of Data Acquisition:</b> N/A	
<b>Individual Responsible at USAID:</b> Ms. Yvonne Chomba, COR	
<b>Individual Responsible for Providing Data to USAID:</b> Francis Sampa, PM/Team Lead, USAID Education Data Activity, DevTech	
<b>Location of Data Storage:</b> Education Data Activity Office and Home Office, DevTech	
DATA QUALITY ISSUES	
<b>Date of Initial Data Quality Assessment:</b> October 2018	
<b>Known Data Limitations and Significance (if any):</b> Meeting the standard criteria in all designated seven languages of instruction such as appropriateness, comprehensiveness, and aligned with stakeholders' assessment priorities.	
<b>Actions Taken or Planned to Address Data Limitations:</b> Work with language specialists from CDC to standardize test items and use guidelines from National Literacy Framework.	
<b>Date of Future Data Quality Assessments:</b> August, 2020	
<b>Procedures for Future Data Quality Assessments:</b> N/A	
PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING	
<b>Data Analysis:</b> Compare targets with the actual performance	

<b>Presentation of Data:</b> EGRA tools in seven Languages			
<b>Review of data:</b> MoGE, ECZ and DevTech will review the EGRA tools before submission to USAID			
<b>Reporting of Data:</b> EGRA tools will be submitted to USAID/Zambia as per time lines agreed upon in approved work plans			
NOTES			
<b>Notes:</b>			
PERFORMANCE INDICATOR VALUES			
Year	Target	Actual	Notes
2018	100%	100%	Includes EGRA tool adaptation in seven languages: 25%; Complete piloting: 25%; Validation and IRB clearance of tools and protocols: 25%; Approval by USAID and MoGE: 25%
2020	100%		
<b>THIS SHEET LAST UPDATED ON: January 20, 2018</b>			

Performance Indicator Reference Sheet	
<b>Name of Development Objective:</b> DO:3 Human Capital Improved	
<b>Name of Intermediate Result:</b> IR.3.1 Educational Achievements in Reading and Math Improved	
<b>Name of Sub-Intermediate Result:</b> SIR-3.1.1: MoGE Systems Strengthened	
<b>Name of Indicator:</b> I.3: Number of EGRA assessors trained	
<b>Program Area:</b> Education	
<b>Program Element:</b> Basic Education	
<b>Is this an Agency Reporting Indicator?</b> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> , Reporting Year(s)	
DESCRIPTION	
<b>Precise Definition(s):</b> This indicator measures the number of people who completed training and can act as assessors or supervisors (Quality Control Officers – QCOs) to conduct EGRA. Training focuses on use of EGRA tools using an application called “Merado” installed on electronic Tablets to conduct EGRA. A fully trained QCO/assessor will be one who has attended at least 4 days of training and achieved gold standard scoring above 90% during training. Training is considered successful if total of 125 or more assessors and QCOs (75% of trainees) pass the gold standard. Training will include instruction on how to sample, complete EGRA, training on survey best practices, familiarization with electronic data collection system, and data uploads.	
<b>Unit of Measure:</b> Number of people, cumulative	
<b>Disaggregated by:</b> Sex, language, assessor/supervisor, categorized by institution e.g. MoGE/ECZ; Non GRZ	
<b>Justification &amp; Management Utility:</b> This indicator will provide the number of people trained and capacitated to collect high quality and reliable data for EGRA.	
PLAN FOR DATA ACQUISITION BY USAID	
<b>Data Collection Method:</b> Each person receiving training will sign attendance sheets. Information will be consolidated in reports.	
<b>Data Source:</b> Attendance sheets, training or activity records.	
<b>Method of Data Acquisition:</b> DevTech will provide training plans and reports to USAID/ED as per time line agreed upon in approved work plans	

<b>Frequency and Timing of Data Acquisition:</b> Twice in LOP			
<b>Estimated Cost of Data Acquisition:</b> N/A			
<b>Individual Responsible at USAID:</b> Ms. Yvonne Chomba, COR			
<b>Individual Responsible for Providing Data to USAID:</b> Francis Sampa, PM/Team Lead, USAID Education Data Activity, DevTech			
<b>Location of Data Storage:</b> Education Data Activity Office and Home Office, DevTech			
<b>DATA QUALITY ISSUES</b>			
<b>Date of Initial Data Quality Assessment:</b> October 2018			
<b>Known Data Limitations and Significance (if any):</b> Assessors ability to obtain gold standard (above 90%) during training			
<b>Actions Taken or Planned to Address Data Limitations:</b> Recruiting assessors who qualify and meet the set criteria. (E.g. can speak one of the designated languages of instruction, prior EGRA experience etc.); use of training manuals and providing hands on experience.			
<b>Date of Future Data Quality Assessments:</b> September 2020			
<b>Procedures for Future Data Quality Assessments:</b> N/A			
<b>PLAN FOR DATA ANALYSIS, REVIEW, &amp; REPORTING</b>			
<b>Data Analysis:</b> Compare targets with the actual performance			
<b>Presentation of Data:</b> Training and quarterly reports			
<b>Review of data:</b> MoGE, ECZ and DEVTECH will compile list of assessors and supervisors trained before submission to USAID			
<b>Reporting of Data:</b> Training and quarterly reports will be submitted to USAID/Zambia as per time lines agreed upon in approved work plans			
<b>NOTES</b>			
<b>Notes:</b>			
<b>PERFORMANCE INDICATOR VALUES</b>			
Year	Target	Actual	Notes
2018	168 to be trained. Of that 126 (75%) should attain gold standard	84%	Additional 2 QCOs and 7 assessors were trained for a total of 177 (58 supervisors / QCOs and 119 Assessors trained and 84% of the 177 trained achieved gold standard).
2020	180 to be trained. Of that 135 (75%) should attain gold standard		180 to be trained (60 supervisors / QCOs and 120 Assessors)
<b>THIS SHEET LAST UPDATED ON: January 20, 2019</b>			

<b>Performance Indicator Reference Sheet</b>	
<b>Name of Development Objective: DO:3</b> Human Capital Improved	
<b>Name of Intermediate Result: IR.3.1</b> Educational Achievements in Reading and Math Improved	
<b>Name of Sub-Intermediate Result: SIR: 3.1.2:</b> Public and community school performance increased	
<b>Name of Indicator: I.4:</b> Number of schools in which EGRA is completed	
<b>Program Area:</b> Education	

<b>Program Element:</b> Basic Education			
<b>Is this an Agency Reporting Indicator? No <input checked="" type="checkbox"/> Yes <input type="checkbox"/>, Reporting Year(s)</b>			
<b>DESCRIPTION</b>			
<b>Precise Definition(s):</b> This indicator measures the number of schools in which EGRA has been completed. In each school, will assess up to 20 (10 boys, 10 girls) Grade 2 learners in one of the GRZ designated language of instruction.			
<b>Unit of Measure:</b> Number of schools, cumulative			
<b>Disaggregated by:</b> Community, ECE, GRZ, rural and urban schools			
<b>Justification &amp; Management Utility:</b> This indicator will provide the number of schools in which EGRA is completed, providing data for analysis and reporting.			
<b>PLAN FOR DATA ACQUISITION BY USAID</b>			
<b>Data Collection Method:</b> School information forms included in the data collection instruments will be completed by assessors collecting the information for each of the schools.			
<b>Data Source:</b> Records in instruments for data collection.			
<b>Method of Data Acquisition:</b> DevTech will provide EGRA reports to USAID as per time line			
<b>Frequency and Timing of Data Acquisition:</b> Twice in LOP (2018 and 2020)			
<b>Estimated Cost of Data Acquisition:</b> N/A			
<b>Individual Responsible at USAID:</b> Ms. Yvonne Chomba, COR			
<b>Individual Responsible for Providing Data to USAID:</b> Francis Sampa, PM/Team Lead, USAID Education Data Activity, DevTech			
<b>Location of Data Storage:</b> Education Data Activity Office and Home Office, DevTech			
<b>DATA QUALITY ISSUES</b>			
<b>Date of Initial Data Quality Assessment:</b> November-December 2018			
<b>Known Data Limitations and Significance (if any):</b> Accessibility of schools to conduct EGRAs during the data collection period may be affected by uncertain weather patterns or local events/incidents; schools are closed; unavailability of teachers/directors to authorize data collection			
<b>Actions Taken or Planned to Address Data Limitations:</b> Rescheduling field visits to affected schools and or replacing inaccessible or closed schools.			
<b>Date of Future Data Quality Assessments:</b> September-October 2020			
<b>Procedures for Future Data Quality Assessments:</b> Working with provinces, districts and zones			
<b>PLAN FOR DATA ANALYSIS, REVIEW, &amp; REPORTING</b>			
<b>Data Analysis:</b> Compare targets with the actual performance			
<b>Presentation of Data:</b> List of sampled schools			
<b>Review of data:</b> MoGE, ECZ and DevTech will review list of schools EGRA will be conducted before submission to USAID			
<b>Reporting of Data:</b> Baseline and midline reports will be submitted to USAID/Zambia as per time lines agreed upon in approved work plans			
<b>NOTES</b>			
<b>Notes:</b>			
<b>PERFORMANCE INDICATOR VALUES</b>			
<b>Year</b>	<b>Target</b>	<b>Actual</b>	<b>Notes</b>

2018	1,080	816	USAID/Zambia requested a sample size of 1,080 schools, but due to unavoidable delays in starting, implementation of the Activity and need to complete all data collection prior to school closure for this academic year, sample size has to be reduced to 816 schools in 2018. Target change has been included in Contract Modification No.1, pending USAID's final approval.
2020	1,000		
<b>THIS SHEET LAST UPDATED ON: January 20, 2019</b>			

<b>Performance Indicator Reference Sheet</b>	
<b>Name of Development Objective: DO:3</b> Human Capital Improved	
<b>Name of Intermediate Result: IR.3.1</b> Educational Achievements in Reading and Math Improved	
<b>Name of Sub-Intermediate Result: SIR.3.1.1:</b> MoGE Systems Strengthened	
<b>Name of Indicator: 2:</b> Percent of stakeholders reporting having access to EGRA results	
<b>Program Area:</b> Education	
<b>Program Element:</b> Basic Education	
<b>Is this an Agency Reporting Indicator? No <input checked="" type="checkbox"/> Yes <input type="checkbox"/>, Reporting Year(s)</b>	
DESCRIPTION	
<b>Precise Definition(s):</b> This indicator measures the percent of all stakeholders in five target provinces reporting access to the latest round of EGRA report or data. Numerator: number of stakeholders who received and acknowledge receipt or use of EGRA reports or data. Denominator: number of stakeholders expected to have access to EGRA report or data.	
<b>Unit of Measure:</b> Percentage of stakeholders, specific	
<b>Disaggregated by:</b> Percentage stakeholders such as MoGE, ECZ, Parents Teachers Association (PTA), Communities.	
<b>Justification &amp; Management Utility:</b> Access to new EGRA results will inform programming related decision making . To evaluate percentage of stakeholders accessing EGRA results - Access to information.	
PLAN FOR DATA ACQUISITION BY USAID	
<b>Data Collection Method:</b> Activity records will be consolidated in a report, providing information on how many stakeholders have accessed and use EGRA results.	
<b>Data Source:</b> Acknowledgement of receipt; use data through survey monkey	
<b>Method of Data Acquisition:</b> DevTech will provide the reports to USAID as per time line	
<b>Frequency and Timing of Data Acquisition:</b> Annual	
<b>Estimated Cost of Data Acquisition:</b> N/A	
<b>Individual Responsible at USAID:</b> Ms. Yvonne Chomba, COR	
<b>Individual Responsible for Providing Data to USAID:</b> Francis Sampa, PM/Team Lead, USAID Education Data Activity, DevTech	
<b>Location of Data Storage:</b> Education Data Activity Office and Home Office, DevTech	
DATA QUALITY ISSUES	
<b>Date of Initial Data Quality Assessment:</b> June 2019	

<b>Known Data Limitations and Significance (if any):</b> Due to technological challenges, some stakeholders may not be able to access EGRA data. There may also be a lack of interest in accessing and use of information; low response rate on use.			
<b>Actions Taken or Planned to Address Data Limitations:</b> Use existing dissemination structures in the country such as PEOs, DEBS offices, Teacher Resource Centres, PTAs, Zone Education Support Teams to disseminate EGRA findings. Follow up to boost response.			
<b>Date of Future Data Quality Assessments:</b> March 2021			
<b>Procedures for Future Data Quality Assessments:</b> Working with MoGE HQ, ECZ , provinces and districts			
<b>PLAN FOR DATA ANALYSIS, REVIEW, &amp; REPORTING</b>			
<b>Data Analysis:</b> Compare targets with the actual performance			
<b>Presentation of Data:</b> Reports to USAID			
<b>Review of data:</b> USAID, MoGE, ECZ and DevTech will finalize list of all stakeholders to receive reports or data and compare with those that received and acknowledged receipt of report or data.			
<b>Reporting of Data:</b> List of receivers and list of acknowledged receipt in a report form will be submitted to USAID/Zambia			
<b>NOTES</b>			
<b>Notes:</b>			
<b>PERFORMANCE INDICATOR VALUES</b>			
Year	Target	Actual	Notes
2019	100 people receive; 75% of receivers acknowledge receipt; 60% report use		At least 100 people among all stakeholders in target provinces receive reports or data and 75% will acknowledge receipt and 60% report use of information.
2021	100 people receive; 75% of receivers acknowledge receipt; 60% report use		At least 100 people among all stakeholders in target provinces receive reports or data and 75% will acknowledge receipt and 60% report use of information.
<b>THIS SHEET LAST UPDATED ON: January 20, 2019</b>			

<b>Performance Indicator Reference Sheet</b>
<b>Name of Development Objective: DO:3</b> Human Capital Improved
<b>Name of Intermediate Result: IR.3.1</b> Educational Achievements in Reading and Math Improved
<b>Name of Sub-Intermediate Result: SIR: 3.1.2:</b> Public and community school performance increased
<b>Name of Indicator: 2.1:</b> Number of EGRA dissemination activities conducted
<b>Program Area:</b> Education
<b>Program Element:</b> Basic Education
<b>Is this an Agency Reporting Indicator? No <input checked="" type="checkbox"/> Yes <input type="checkbox"/></b> , Reporting Year(s)
<b>DESCRIPTION</b>



<b>Precise Definition(s):</b> This indicator measures the number of EGRA results dissemination activities conducted.			
<b>Unit of Measure:</b> Number, cumulative			
<b>Disaggregated by:</b> Integer			
<b>Justification &amp; Management Utility:</b> The indicator will enable stakeholders to understand the reading levels of Grade 2 learners as well as to provide baseline data for Let's Read, Zambia.			
<b>PLAN FOR DATA ACQUISITION BY USAID</b>			
<b>Data Collection Method:</b> Data will be collected and constructed through dissemination meetings and compilation of attendance registers at the dissemination events			
<b>Data Source:</b> Activity Records/Reports and Attendance Registers			
<b>Method of Data Acquisition:</b> DevTech will provide reports of dissemination meetings to USAID as per time line			
<b>Frequency and Timing of Data Acquisition:</b> Twice in LOP (2019 and 2021)			
<b>Estimated Cost of Data Acquisition:</b> N/A			
<b>Individual Responsible at USAID:</b> Ms. Yvonne Chomba, COR			
<b>Individual Responsible for Providing Data to USAID:</b> Francis Sampa, PM/Team Lead, USAID Education Data Activity, DevTech			
<b>Location of Data Storage:</b> Education Data Activity Office and Home Office, DevTech			
<b>DATA QUALITY ISSUES</b>			
<b>Date of Initial Data Quality Assessment:</b> January 2019			
<b>Known Data Limitations and Significance (if any):</b> Limited project resources for dissemination of findings to increase access.			
<b>Actions Taken or Planned to Address Data Limitations:</b> Use existing dissemination structures in the country such as PEOs, DEBS offices, Teacher Resource Centers, PTAs, Zone Education Support Teams to disseminate EGRA findings. MoGE and ECZ to lead the dissemination process			
<b>Date of Future Data Quality Assessments:</b> June 2019 and August 2021			
<b>Procedures for Future Data Quality Assessments:</b> Working with MoGE HQ, ECZ, provinces and districts.			
<b>PLAN FOR DATA ANALYSIS, REVIEW, &amp; REPORTING</b>			
<b>Data Analysis:</b> Compare targets with the actual performance			
<b>Presentation of Data:</b> Reports and power point presentations on EGRA results			
<b>Review of data:</b> MoGE, ECZ and DevTech will review dissemination reports before submission to USAID			
<b>Reporting of Data:</b> Dissemination reports will be submitted to USAID/Zambia as per time lines agreed upon in approved work plans			
<b>NOTES</b>			
<b>Notes:</b>			
<b>PERFORMANCE INDICATOR VALUES</b>			
Year	Target	Actual	Notes
2019	3		3 regional level dissemination activities
2021	3		1 National; 2 regional level activities
<b>THIS SHEET LAST UPDATED ON: January 20, 2019</b>			



Performance Indicator Reference Sheet
<b>Name of Development Objective: DO:3</b> Human Capital Improved
<b>Name of Intermediate Result: IR.3.1</b> Educational Achievements in Reading and Math Improved
<b>Name of Sub-Intermediate Result: SIR: 3.1.2:</b> Public and community school performance increased
<b>Name of Indicator: 2.2:</b> Number of research studies completed
<b>Program Area:</b> Education
<b>Program Element:</b> Basic Education
<b>Is this an Agency Reporting Indicator? No <input checked="" type="checkbox"/> Yes <input type="checkbox"/>, Reporting Year(s)</b>
DESCRIPTION
<b>Precise Definition(s):</b> This indicator measures the number of research studies completed by the Activity by itself or in collaboration with other stakeholders.
<b>Unit of Measure:</b> Number of completed studies, cumulative
<b>Disaggregated by:</b> Studies conducted by Activity staff, and Collaborative Studies
<b>Justification &amp; Management Utility:</b> This indicator fosters the development of action research to influence change through evidence-based decision making and to enable Let's Read, Zambia learn from the findings and address issues that can improve learner performance in reading.
PLAN FOR DATA ACQUISITION BY USAID
<b>Data Collection Method:</b> Field data collection and reviewing of documents and reports
<b>Data Source:</b> Research Studies/materials
<b>Method of Data Acquisition:</b> DevTech will provide research studies to USAID as per time line
<b>Frequency and Timing of Data Acquisition:</b> Annual
<b>Estimated Cost of Data Acquisition:</b> N/A
<b>Individual Responsible at USAID:</b> Ms. Yvonne Chomba, COR
<b>Individual Responsible for Providing Data to USAID:</b> Francis Sampa, PM/Team Lead, USAID Education Data Activity, DevTech
<b>Location of Data Storage:</b> Education Data Activity Office and Home Office, DevTech
DATA QUALITY ISSUES
<b>Date of Initial Data Quality Assessment:</b> January 2019
<b>Known Data Limitations and Significance (if any):</b> Topics and timeline are closely tied to implementation of Read, Zambia activity and any delays in Let's Read, Zambia will also delay implementation of research studies; Limited MoGE/ECZ interest and buy-in in selected topics.
<b>Actions Taken or Planned to Address Data Limitations:</b> Workshop with MoGE and ECZ; Discussions with USAID, and Let's Read, Zambia to determine topics and timeline, and discussions with other stakeholders (Eg. UNICEF or other education USAID activities) for collaboration efforts.
<b>Date of Future Data Quality Assessments:</b> June 2019
<b>Procedures for Future Data Quality Assessments:</b> Activity records/memos on workshop/discussions.
PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING
<b>Data Analysis:</b> Compare targets with the actual performance
<b>Presentation of Data:</b> Research study reports
<b>Review of data:</b> ECZ and DevTech will review research study reports before submission to USAID

**Reporting of Data:** Research study reports will be submitted to USAID/Zambia as per time lines agreed upon in approved work plans

**NOTES**

**Notes:**

**PERFORMANCE INDICATOR VALUES**

Year	Target	Actual	Notes
2019	1		
2020	3		
2021	0		

**THIS SHEET LAST UPDATED ON: December 27, 2018**

**Performance Indicator Reference Sheet**

**Name of Development Objective: DO:3** Human Capital Improved

**Name of Intermediate Result: IR.3.1** Educational Achievements in Reading and Math Improved

**Name of Sub-Intermediate Result: SIR: 3.1.1** MoGE Systems Strengthened

**Name of Indicator: 3:** Institutional capacity at ECZ to implement EGRA

**Program Area:** Education

**Program Element:** Basic Education

**Is this an Agency Reporting Indicator? No  Yes , Reporting Year(s)**

**DESCRIPTION**

**Precise Definition(s):** Average score from 0 to 5 (None = 0; Very Low=1; Low = 2; Moderate = 3; High = 4; Very high = 5) that indicates skills levels at ECZ to independently implement essential EGRA tasks. Numerator: Score measuring ECZ skill level/capacity of ECZ; Denominator: Total possible score (5). Capacity assessed for skills levels to implement the essential EGRA tasks that include (i) Developing Sampling Plan; (ii) Budget & Logistics planning; (iii) Tools finalization; (iv) Programming on Tablets; (v) Training of assessors and QCOs; (vi) Conducting Dry runs; (vii) Data Collection; (viii) Monitoring for DQA during data collection; (ix) Data Cleaning & preparation for analysis; (x) Analysis and Reporting; (xi) Results dissemination.

**Unit of Measure:** Number, specific

**Disaggregated by:** n/a

**Justification & Management Utility:** This indicator helps to identify areas to strengthen institutional capacity in Zambia to implement EGRA.

**PLAN FOR DATA ACQUISITION BY USAID**

**Data Collection Method:** Surveys/Interviews will be conducted at ECZ to collect data focusing on institutional capacity at ECZ for implementing various EGRA related tasks (capacity on a 0-5 scale)

**Data Source:** Survey/Interview Results

**Method of Data Acquisition:** DevTech will provide reports to USAID as per time line

**Frequency and Timing of Data Acquisition:** Annual

**Estimated Cost of Data Acquisition:** N/A

**Individual Responsible at USAID:** Ms. Yvonne Chomba, COR

**Individual Responsible for Providing Data to USAID:** Francis Sampa, PM/Team Lead, USAID Education Data Activity, DevTech

<b>Location of Data Storage:</b> Education Data Activity Office and Home Office, DevTech			
<b>DATA QUALITY ISSUES</b>			
<b>Date of Initial Data Quality Assessment:</b> January 2019			
<b>Known Data Limitations and Significance (if any):</b> Capacity assessment at ECZ could be challenging to conduct in one round; low response rate on surveys; missing data; responses on capacity differ by levels of officials surveyed/interviewed			
<b>Actions Taken or Planned to Address Data Limitations:</b> Assessing in multiple steps and at various official levels; follow up and triangulation of data gathered from various official levels			
<b>Date of Future Data Quality Assessments:</b> June 2020; June 2021			
<b>Procedures for Future Data Quality Assessments:</b> Prior to Midline in 2020 and after midline.			
<b>PLAN FOR DATA ANALYSIS, REVIEW, &amp; REPORTING</b>			
<b>Data Analysis:</b> Descriptive analysis, Compare targets with the actual			
<b>Presentation of Data:</b> Reports			
<b>Review of data:</b> ECZ and DevTech will review reports before submission to USAID			
<b>Reporting of Data:</b> Reports will be submitted to USAID/Zambia as per time lines agreed upon in approved work plans			
<b>NOTES</b>			
<b>Notes:</b> Scores are based on responses on a questionnaire administered to ECZ officials.			
<b>PERFORMANCE INDICATOR VALUES</b>			
Year	Target	Actual	Notes
2018	Percent tasks with more than an average score of 3.5	36%	Baseline skills (current capacity) assessed in 2018 for 11 tasks
2019	60% of tasks with more than an average score of 3.5		Need seven of the 11 tasks with average score above 3.5
2020	70% of tasks with more than an average score of 3.5		Need eight of the 11 tasks with average score above 3.5
2021	80% of tasks with more than an average score of 3.5		Need nine of the 11 tasks with average score above 3.5
<b>THIS SHEET LAST UPDATED ON: January 20, 2019</b>			

<b>Performance Indicator Reference Sheet</b>	
<b>Name of Development Objective:</b> DO:3 Human Capital Improved	
<b>Name of Intermediate Result:</b> IR.3.1 Educational Achievements in Reading and Math Improved	
<b>Name of Sub-Intermediate Result:</b> SIR: 3.1.1 MoGE Systems Strengthened	

<b>Name of Indicator: 3.1:</b> Number of individuals at MoGE/ECZ trained by the Activity in various aspects of EGRA implementation or use. This is closely related to standard indicator 3.1. Number of Education administrators/officials who complete professional development activities with USG assistance.
<b>Program Area:</b> Education
<b>Program Element:</b> Basic Education
<b>Is this an Agency Reporting Indicator? No <input checked="" type="checkbox"/> Yes <input type="checkbox"/>, Reporting Year(s)</b>
<b>DESCRIPTION</b>
<b>Precise Definition(s):</b> This indicator will measure number of Education administrators/officials trained at MoGE and ECZ by the activity in various aspects of EGRA implementation or use. Various aspects include i) Sampling Plan; (ii) logistics planning; (iii) Tools finalization; (iv) Programming on Tablets; (v) Training of assessors and QCOs; (vi) Conducting Dry runs; (vii) Data Collection; (viii) Monitoring for DQA during data collection; (ix) Data Cleaning & preparation for analysis; (x) Analysis and Reporting; (xi) Results dissemination.
<b>Unit of Measure:</b> Number of individuals trained, cumulative
<b>Disaggregated by:</b> Sex, Institution, EGRA tasks
<b>Justification &amp; Management Utility:</b> This indicator will determine the number of people trained in EGRA and their level of achievement to conduct assessment
<b>PLAN FOR DATA ACQUISITION BY USAID</b>
<b>Data Collection Method:</b> Each person receiving training will sign attendance sheets. Information will be consolidated in reports.
<b>Data Source:</b> Activity Records/Training Registers
<b>Method of Data Acquisition:</b> DevTech will provide information on numbers trained through quarterly/annual reports to USAID as per time line
<b>Frequency and Timing of Data Acquisition:</b> Quarterly/Annual
<b>Estimated Cost of Data Acquisition:</b> N/A
<b>Individual Responsible at USAID:</b> Ms. Yvonne Chomba, COR
<b>Individual Responsible for Providing Data to USAID:</b> Francis Sampa, PM/Team Lead, USAID Education Data Activity, DevTech
<b>Location of Data Storage:</b> Education Data Activity Office and Home Office, DevTech
<b>DATA QUALITY ISSUES</b>
<b>Date of Initial Data Quality Assessment:</b> September 2018.
<b>Known Data Limitations and Significance (if any):</b> Availability of people to be trained at MoGE and ECZ due to competing activities for the staff
<b>Actions Taken or Planned to Address Data Limitations:</b> Sharing timelines in advance for conducting activities with MoGE/ECZ
<b>Date of Future Data Quality Assessments:</b> Ongoing
<b>Procedures for Future Data Quality Assessments:</b> DQA during training in data collection, analysis, and report writing
<b>PLAN FOR DATA ANALYSIS, REVIEW, &amp; REPORTING</b>
<b>Data Analysis:</b> Comparing target against actual
<b>Presentation of Data:</b> Training reports with data disaggregated by sex, institution
<b>Review of data:</b> MoGE, ECZ and DevTech will review reports before submission to USAID
<b>Reporting of Data:</b> Training reports will be submitted to USAID/Zambia as per time lines agreed upon in approved work plans

NOTES			
<p><b>Notes:</b> Various EGRA aspects include (i) Sampling Plan; (ii) logistics planning; (iii) Tools finalization; (iv) Programming on Tablets; (v) Training of assessors and QCOs; (vi) Conducting Dry runs; (vii) Data Collection; (viii) Monitoring for DQA during data collection; (ix) Data Cleaning &amp; preparation for analysis; (x) Analysis and Reporting; (xi) Results dissemination.</p>			
PERFORMANCE INDICATOR VALUES			
Year	Target	Actual	Notes
2018	At least a total of 10 persons at MoGE/ECZ trained on various EGRA tasks		Includes number of persons at MoGE/ECZ trained for baseline data collection
2019	At least a total of 10 persons at MoGE/ECZ trained on various EGRA tasks		Includes number of persons at MoGE/ECZ trained for tools adaptation, programming on tablets, reporting and dissemination of EGRA results; and various other aspects of EGRA through capacity building task.
2020	At least a total of 50 persons at MoGE/ECZ trained on various EGRA tasks		Includes number of persons at MoGE/ECZ trained for logistics, training QCOs/Assessors, data collection, monitoring of data collection for midline data collection
2021	At least a total of 10 persons at MoGE/ECZ trained on EGRA tasks		Includes number of persons at MoGE/ECZ trained for analysis, reporting and dissemination of EGRA results
<b>THIS SHEET LAST UPDATED ON: January 20, 2019</b>			

Performance Indicator Reference Sheet
<b>Name of Development Objective: DO:3</b> Human Capital Improved
<b>Name of Intermediate Result: IR.3.1</b> Educational Achievements in Reading and Math
<b>Name of Sub-Intermediate Result: SIR:3.1.1</b> MoGE Systems Strengthened
<b>Name of Indicator: 3.2:</b> Percent of EGRA tasks implemented by ECZ staff
<b>Program Area:</b> Education
<b>Program Element:</b> Basic Education
<b>Is this an Agency Reporting Indicator? No <input checked="" type="checkbox"/> Yes <input type="checkbox"/>, Reporting Year(s)</b>
DESCRIPTION
<b>Precise Definition(s):</b> This indicator measures the progress on implementation of 11 essential EGRA tasks by ECZ staff. Numerator: Number of tasks implemented by ECZ staff; Denominator: Total number of EGRA tasks (11 essential tasks). Essential 11 EGRA Tasks include: (i) Sampling Plan; (ii) logistics planning; (iii) Tools finalization; (iv) Programming on Tablets; (v) Training of assessors and QCOs; (vi) Dry runs; (vii) Data Collection; (viii) Monitoring for DQA during data collection; (ix) Data Cleaning & preparation for analysis; (x) Analysis and Reporting; (xi) Results dissemination.
<b>Unit of Measure:</b> Percentage of Implemented EGRA tasks, cumulative
<b>Disaggregated by:</b> EGRA Round
<b>Justification &amp; Management Utility:</b> The indicator determines the number of EGRA tasks implemented by ECZ staff to strengthening their capacity.

<b>PLAN FOR DATA ACQUISITION BY USAID</b>			
<b>Data Collection Method:</b> Data will be collected by reviewing reports on progress of EGRA activities and tasks.			
<b>Data Source:</b> Data will be obtained from Activity Records			
<b>Method of Data Acquisition:</b> DevTech will provide reports to USAID as per time line			
<b>Frequency and Timing of Data Acquisition:</b> Annual			
<b>Estimated Cost of Data Acquisition:</b> N/A			
<b>Individual Responsible at USAID:</b> Ms. Yvonne Chomba, COR			
<b>Individual Responsible for Providing Data to USAID:</b> Francis Sampa, PM/Team Lead, USAID Education Data Activity, DevTech			
<b>Location of Data Storage:</b> Education Data Activity Office and Home Office, DevTech			
<b>DATA QUALITY ISSUES</b>			
<b>Date of Initial Data Quality Assessment:</b> January 2019.			
<b>Known Data Limitations and Significance (if any):</b> Target participants may not participate in carrying out the tasks due to competing responsibilities and assignments.			
<b>Actions Taken or Planned to Address Data Limitations:</b> Sharing timelines in advance for conducting activities with MoGE and other stakeholders and getting their buy in to participate.			
<b>Date of Future Data Quality Assessments:</b> June 2019			
<b>Procedures for Future Data Quality Assessments:</b> Activity records			
<b>PLAN FOR DATA ANALYSIS, REVIEW, &amp; REPORTING</b>			
<b>Data Analysis:</b> Comparing target against actual			
<b>Presentation of Data:</b> Reporting in quarterly and annual reports			
<b>Review of data:</b> MoGE, ECZ and DevTech will review survey reports before submission to USAID			
<b>Reporting of Data:</b> Quarterly and annual reports will be submitted to USAID/Zambia as per time lines agreed upon in approved work plans			
<b>NOTES</b>			
<b>Notes:</b> Essential EGRA Tasks include: (i) Sampling Plan; (ii) logistics planning; (iii) Tools finalization; (iv) Programming on Tablets; (v) Training of assessors and QCOs; (vi) Dry runs; (vii) Data Collection; (viii) Monitoring for DQA during data collection; (ix) Data Cleaning & preparation for analysis; (x) Analysis and Reporting; (xi) Results dissemination. Tasks accumulated over the two rounds.			
<b>PERFORMANCE INDICATOR VALUES</b>			
<b>Year</b>	<b>Target</b>	<b>Actual</b>	<b>Notes</b>
2018	16%		
2019	33%		
2020	50%		
<b>THIS SHEET LAST UPDATED ON: January 20, 2019</b>			

<b>Performance Indicator Reference Sheet</b>
<b>Name of Development Objective: DO:3-Human Capital Improved</b>
<b>Name of Intermediate Result: IR.3.1 Educational Achievements in Reading and Math</b>
<b>Name of Sub-Intermediate Result: Sub-IR 3.1.2: Public and community school performance increased</b>

<b>Name of Indicator:</b> Percent of learners who attain a minimum grade-level proficiency in reading at the end of grade 2 with USG assistance
<b>Program Area:</b> Education
<b>Program Element:</b> Basic Education
<b>Is this an Agency Reporting Indicator? No__ Yes <u>X</u>, Reporting Year(s):</b> 2019; 2020; 2021
<b>DESCRIPTION</b>
<p><b>Precise Definition(s):</b> A learner is an individual who is enrolled in formal primary school or the non-formal equivalent of primary school for the purpose of acquiring academic basic education skills or knowledge. Learners are counted in the total (denominator) if they are enrolled in grade 2 of primary or primary equivalent education (as defined above), and they directly benefit from USG education assistance specifically designed to improve reading outcomes. Reading ability is measured through an assessment system (such as country-specific national assessment systems, Early Grade Reading Assessments (EGRA), and Annual Status of Education Report (ASER) assessments) that has satisfactory psychometric validity and reliability, and is not subject to corruption, cheating, or score inflation. There is no universal benchmark or threshold indicating the ability to attain grade-level proficiency in reading. The benchmark used should be tailored to the language, context, and assessment utilized, and should be developed in consultation with local reading experts and policymakers. Language(s) of assessment will be determined by country policies. If individual students are assessed in more than one language, the grade 2 language of instruction should be used as the basis for the calculation. A census of all the students and learners who received the intervention is not necessary. Rather, a statistical sample that is representative of that population is adequate. Those findings then may be extrapolated to the population.</p> <p>Proportion is reported as a percentage:</p> <ul style="list-style-type: none"> <li>• Numerator: Number of learners reached with USG reading programs/interventions who attain a minimum grade-level proficiency in reading at the end of grade 2</li> <li>• Denominator: Total number of learners reached with USG reading programs/interventions who are at the end of grade 2</li> </ul> <p>Note on Reporting Frequency: While the reporting frequency of this indicator is annual, Missions should report updated numbers in-line with when early grade reading assessments are conducted.</p>
<b>Unit of Measure:</b> Percent
<b>Disaggregated by:</b> Learner sex (% female learners, % male learners); School type. If possible, by school location and Language of instruction
<b>Justification &amp; Management Utility:</b> This indicator provides a sense of the overall success of USAID education programs at improving learning outcomes and improving reading skills. It will be used, along with other education-related standard indicators, to report progress and results in the education sector and supplement other reporting against the goals of the USAID Education Strategy.
<b>PLAN FOR DATA ACQUISITION BY USAID</b>
<b>Data Collection Method:</b> Data will be collected from EGRA data files.
<b>Data Source:</b> SSME and EGRA data at each round
<b>Method of Data Acquisition:</b> DevTech will provide EGRA data to USAID from EGRA reports.
<b>Frequency and Timing of Data Acquisition:</b> Baseline in 2018; Midline in 2020
<b>Estimated Cost of Data Acquisition:</b> N/A
<b>Individual Responsible at USAID:</b> Ms. Yvonne Chomba, COR
<b>Individual Responsible for Providing Data to USAID:</b> Francis Sampa, PM/Team Lead, USAID Education Data Activity, DevTech



<b>Location of Data Storage:</b> Education Data Activity Office and Home Office, DevTech			
<b>DATA QUALITY ISSUES</b>			
<b>Date of Initial Data Quality Assessment:</b> December 2018			
<b>Known Data Limitations and Significance (if any):</b> None			
<b>Actions Taken or Planned to Address Data Limitations:</b> None			
<b>Date of Future Data Quality Assessments:</b> June 2019			
<b>Procedures for Future Data Quality Assessments:</b> EGRA data			
<b>PLAN FOR DATA ANALYSIS, REVIEW, &amp; REPORTING</b>			
<b>Data Analysis:</b> Descriptive data analysis with tables and charts			
<b>Presentation of Data:</b> EGRA reports			
<b>Review of data:</b> MoGE, ECZ and DevTech will review EGRA reports before submission to USAID			
<b>Reporting of Data:</b> EGRA reports will be submitted to USAID/Zambia as per time lines agreed upon in approved work plans			
<b>NOTES</b>			
<b>Notes:</b> The Education Data activity carries out EGRAs in the USAID's <i>Let's Read Zambia</i> activity's five target provinces. <i>Let's Read, Zambia</i> activity is expected to directly benefit Grade 2 learners to improve their reading outcomes. The Education Data activity conducts EGRAs in 7 languages that are designated as language of instruction by the Government of Republic of Zambia.			
<b>PERFORMANCE INDICATOR VALUES</b>			
Year	Target	Actual	Notes
2018	816 schools sampled with up to 20 learners in each school assessed in one of the seven languages of instruction		This will form denominator for calculating the indicator. Assessment provide data for calculating numerator.
2019	Data on percent and number of sampled students reaching minimum benchmark below across target provinces. <ul style="list-style-type: none"> <li>• Non-words: Correct non-words per minute (cwpm): 15</li> <li>• ORF: Correct words per minute (cwpm): 20</li> <li>• Comprehension of passage read (% of questions answered correctly out of a total of 5): 2 questions/40%</li> </ul>		Based on data collected through EGRA in 2018, percent and number of learners reaching benchmarks will be reported by sex, school type
2020	1,000 schools sampled with up to 20 learners in each school assessed in one of the seven languages of instruction		This will form denominator for calculating the indicator at midline. Assessments provide data for calculating numerator reported in 2021.



2021	<p>At least 40 percent of the sampled students reach the minimum benchmark below across target provinces.</p> <ul style="list-style-type: none"> <li>• Non-words: Correct non-words per minute (cwpm): 15</li> <li>• OFR: Correct words per minute (cwpm): 20</li> <li>• Comprehension of passage read (% of questions answered correctly out of a total of 5): 2 questions / 40%</li> </ul>		<p>These are targets set for <i>Let's Read, Zambia</i> project (reference: Request for Proposal for <i>Let's Read, Zambia</i>). Actuals will reflect results from the Midline EGRA conducted in 2020. Percent and number of learners reaching benchmarks will be reported by sex and school type.</p>
<b>THIS SHEET LAST UPDATED ON: January 20, 2019</b>			

## ANNEX C: DATA QUALITY ASSESSMENT TEMPLATE TO BE USED BY THE ACTIVITY

(Developed by DevTech for use by the Activity)

Activity Name:	
Name of the Performance Indicator/Data Checked/Deliverable:	
Data Source(s):	
Period for Which the Data Are Being Reported:	
Is This Indicator a Standard or Custom Indicator?	<input type="checkbox"/> Standard Foreign Assistance Indicator <input type="checkbox"/> Custom (created by the OU; not standard)
Data Quality Assessment methodology <i>[Describe here or attach to this checklist the methods and procedures for assessing the quality of the indicator data. E.g. Reviewing data collection procedures and documentation, interviewing those responsible for data analysis, checking a sample of the data for errors, etc.]</i>	
Date(s) of Assessment:	
Assessment conducted by:	

Category	Y	N	Not Applicable/ Insufficient information	Comments
<b>Validity</b>				
Are the data collection methods (interviews, observation, etc.) appropriate to produce good data stated in PIRS?				
Are the people collecting the data identified as responsible parties in the AMELs? If not, why?				
<b>Reliability</b>				
Are the guidelines and procedures for data collection, calculation and reporting clear and well understood by all relevant staff conducting DQAs?				
Do the definitions and procedures for collecting and calculating the data match the PIRS? If not, describe differences				
Conducted in all relevant activity locations/sites?				
Are data quality issues clearly identified with explanations?				
Were these communicated to USAID? If yes, describe when and how.				
Have these data quality limitations been addressed? If yes, explain when and how.				
Are data quality limitations described in the indicator PIRS?				
<b>Timeliness</b>				
Are the data for this indicator reported to USAID by the method (ex. Quarterly Performance Data Table) and frequency required?				

Category	Y	N	Not Applicable/ Insufficient information	Comments
Is this format and schedule appropriate for project/activity management? If no, describe how it should be changed,				
<b>Precision</b>				
Was there duplication of data? If yes, please describe.				
If there is duplication of data, is the level of duplication acceptable for this indicator? Describe why or why not.				
If there is unacceptable duplication of data, is it identified in the PIRS under data limitations or another section?				
If there is unacceptable duplication of data, has information on duplication been shared with USAID on time? Describe how.				
Are there missing data? Why? Is this identified as a limitation in PIRS?				
If there are missing data, what method is used for detecting and filling in missing data?				
If there are unacceptable amounts of missing data, has information on missing data been shared with USAID? Describe when and how.				
Are the reported data disaggregated according to PIRS?				
<b>Integrity</b>				
Were there any transcription errors at any level of the data collection and reporting system? If yes, explain.				
	Assessment			Comments
What safeguards followed to prevent unauthorized changes to the data?				
What procedures followed to ensure unbiased analysis of data and subsequent reporting?				
What safeguards followed to ensure that all relevant tools, tracking sheets and data are backed up and protected from data loss?				

IF NO DATA ARE AVAILABLE FOR THE INDICATOR	COMMENTS
If no recent relevant data are available for this indicator, why not?	
What concrete actions are now being taken to collect and report these data as soon as possible or on schedule?	
When will data be reported?	
Based on the assessment above, what is the overall conclusion regarding the quality of the data?	
What limitations, if any, were observed and what actions should be taken to address these limitations in future DQAs?	
Final agreed upon actions and timeframe needed to address limitations prior to the next DQA:	



## ANNEX D: GUIDELINES FOR DQA BY TASKS, TO BE CONDUCTED BY THE ACTIVITY

(To be used along with PIRS related to the tasks to fill out DQA templates)

DELIVERABLE	PERFORMANCE STANDARD
<b>Task 1: Language Mapping Exercise</b>	
<b>Language Mapping Report</b>	<ul style="list-style-type: none"> <li>⇒ The language of instruction in provinces, districts, zones and/or schools is verified and documented.</li> <li>⇒ The report includes an introductory/background section, methodology of the mapping exercise and discussion of findings.</li> <li>⇒ Report submitted to USAID on schedule</li> </ul>
<b>List of School Profiles</b>	<p>Spreadsheets with:</p> <ul style="list-style-type: none"> <li>⇒ Updated school list which includes ECE, Government run primary and community schools.</li> <li>⇒ Designated GRZ language of instruction used at Grade 2 and two predominant home languages.</li> <li>⇒ Schools classified by Zones.</li> <li>⇒ Contact details for school administrators.</li> <li>⇒ Staffing disaggregated by sex: Male/Female.</li> <li>⇒ Enrollment summary by grade from ECE to Grade 4 disaggregated by sex: Boys/Girls.</li> </ul>
<b>Task 2: Preparation of Draft Instruments to conduct EGRA</b>	
<b>Sampling Methodology Plan for the Early Grade Reading Baseline Survey</b>	<ul style="list-style-type: none"> <li>⇒ Methodology plan ensures representativeness and comparability of results to conduct EGRA Baseline Survey.</li> <li>⇒ Clear sampling procedure guidelines are documented.</li> <li>⇒ The document includes language, target number of respondents and schools, and geographic disaggregation by province, district and zone.</li> </ul>
<b>EGRA Data Collection Framework</b>	<ul style="list-style-type: none"> <li>⇒ Framework provides clear guidelines to conduct EGRA by tasks.</li> <li>⇒ Framework includes background and purpose of EGRA, data sources, collection methods and timelines, as well as samples of tools and instructional materials to conduct EGRA.</li> </ul>
<b>Task 3: Pilot Assessment</b>	
<b>Pilot Assessment</b>	<ul style="list-style-type: none"> <li>⇒ Tests the quality of the draft EGRA instruments and allow for refinements to the tools.</li> <li>⇒ Ensures that EGRA instruments are clear, comprehensible, consistent across languages, of an appropriate length, and understood by enumerators.</li> <li>⇒ Sample sufficient to determine statistical properties of the test, its validity and reliability.</li> <li>⇒ Conduct Pilots of EGRA in at least 2 schools per language</li> <li>⇒ Conducted by the timeline established in annual work plan.</li> </ul>

Task 4: Finalization of the Instruments to conduct EGRA	
<b>EGRA Instruments</b>	<ul style="list-style-type: none"> <li>⇒ Using pilot data, revise tools;</li> <li>⇒ Follow procedure of validation by USAID, MoGE and ECZ to ensure appropriateness, comprehensiveness, and aligned with assessment priorities.</li> <li>⇒ Adhere to the standards in the USAID EGRA toolkit for all languages.</li> <li>⇒ Adapted for all seven language of instruction</li> </ul>
Task 5: Train EGRA Assessors	
<b>Recruit Supervisors and Assessors</b>	<p>Supervisors chosen based on:</p> <ul style="list-style-type: none"> <li>⇒ Leadership skills and experience leading teams.</li> <li>⇒ Organizational ability and attention to detail.</li> <li>⇒ Knowledge of EGRA procedures, including quality control.</li> <li>⇒ Ability to positively interact with provincial, district and school officials.</li> <li>⇒ Proficiency using a computer or hand-held device (tablet).</li> <li>⇒ No criminal or child abuse record</li> </ul> <p>Assessors chosen based on the following criteria:</p> <ul style="list-style-type: none"> <li>⇒ Ability to read and speak the language of the assessment.</li> <li>⇒ Previous experience administering assessments and collecting data.</li> <li>⇒ Background working with primary-age children.</li> <li>⇒ Proficiency using a computer or hand-held device (tablet).</li> <li>⇒ No criminal or child abuse record</li> </ul>
<b>Conduct Training of QCOs and Assessors</b>	<p>QCO and Assessor training includes:</p> <ul style="list-style-type: none"> <li>⇒ Instruction on how to complete EGRA, training on survey best practices, and familiarization with the tablet data collection system.</li> <li>⇒ Ability to independently conduct EGRA according to survey data collection best practices on the DevTech EGRA platform.</li> </ul>
<b>Trained QCO/Assessor</b>	<p>A trained QCO/Assessor is:</p> <ul style="list-style-type: none"> <li>⇒ Familiar with EGRA tools and use of tablet to collect data.</li> <li>⇒ Knowledgeable on how to complete EGRA and Survey best practices.</li> <li>⇒ Able to conduct EGRA according to Survey Best Practices.</li> <li>⇒ Able to conduct correct evaluation during final training assessment in order to pass the post training selection.</li> <li>⇒ Pass at 90% of the agreed set standards during the training.</li> <li>⇒ <b>Note:</b> Training is considered successful if total of 125 or more QCOs and assessors pass the benchmark (or at least 75% of the trainees).</li> </ul>
Task 6: Conduct EGRAs and SSME	

<b>Conduct EGRA</b>	<ul style="list-style-type: none"> <li>⇒ EGRAs are conducted according to the established data collection framework</li> <li>⇒ EGRAs are conducted in sampled schools with clearance from MoGE.</li> <li>⇒ Conducted with Grade 2 learners near the end of school year in seven languages and within agreed upon timeline in the workplan</li> <li>⇒ Executed according to the established schedule by each assessment team, and the number of students assessed each day not to fall below 10% from the daily target.</li> <li>⇒ Interrater reliability ratings not below 90% on any given day.</li> <li>⇒ Each assessment completed within plus/minus 5 minutes of the benchmark established during pilot assessment, as measured on the EGRA monitoring dashboard.</li> <li>⇒ Data collection frequently monitored for progress and quality</li> </ul>
<b>Task 7: Complete Data Entry, Analysis and Build ECZ Capacity</b>	
<b>Transition Strategy</b>	<ul style="list-style-type: none"> <li>⇒ Outlines major tasks, steps and roles &amp; responsibilities involved in large scale conducting EGRAs.</li> <li>⇒ Assesses current capacity at ECZ and MoGE to identify capacity building areas for MoGE and ECZ, and outlines strategies for building the capacity</li> <li>⇒ Includes estimated costs and implementation plan for ECZ to carry out large scale early grade reading assessment as part of its regular assessments</li> <li>⇒ Developed in consultation with ECZ and aligned with ECZ’s strategic priorities.</li> <li>⇒ Reflects input from responsible units/officers from ECZ.</li> </ul>
<b>Baseline EGRA</b>	<ul style="list-style-type: none"> <li>⇒ Data downloaded, cleaned, analyzed and report prepared.</li> <li>⇒ Report provides a baseline for <i>Let’s Read, Zambia</i> on early grade literacy skills of Grade 2 learners in target provinces.</li> <li>⇒ Report includes an executive summary, introduction, description of the sampling and methodology, a presentation of the testing results, a discussion of those results, conclusions and recommendations to guide future work. Results disaggregated by sex, locations, type of school for each language.</li> <li>⇒ Report is submitted within deadline.</li> </ul>
<b>Midline EGRA</b>	<ul style="list-style-type: none"> <li>⇒ Data downloaded, cleaned, analyzed and report prepared.</li> <li>⇒ Report provides a midline on early grade literacy skills to be analyzed against the baseline results.</li> <li>⇒ Report includes an executive summary, introduction, description of the sampling and methodology, a presentation of the testing results, a discussion of those results, conclusions and recommendations to guide future work. Results disaggregated by sex, locations, type of school for each language.</li> <li>⇒ Report is submitted within deadline.</li> </ul>
<b>Datasets and codebooks</b>	<ul style="list-style-type: none"> <li>⇒ Include data on student learning outcomes and information needed to estimate the number of unique pupils benefiting from <i>Let’s Read, Zambia</i>; with clear dictionary of all variables</li> <li>⇒ Transferred to USAID for each round of EGRA in the USAID required format and within the timeline shown in the approved workplan.</li> </ul>

<b>Task 8: Data Dissemination</b>	
<b>Baseline EGRA Dissemination</b>	<ul style="list-style-type: none"> <li>⇒ Findings and analysis disseminated to relevant stakeholders, and used</li> <li>⇒ Dissemination activities conducted in close collaboration with and involvement by ECZ</li> <li>⇒ DevTech provides oversight and administrative support towards the EGRA meetings</li> </ul>
<b>Midline EGRA Dissemination</b>	<ul style="list-style-type: none"> <li>⇒ Findings and analysis disseminated to relevant stakeholders, and used</li> <li>⇒ Dissemination activities led by ECZ</li> <li>⇒ DevTech provides oversight and administrative support towards the final EGRA meetings.</li> </ul>
<b>National EGRA Workshops and Reports</b>	<ul style="list-style-type: none"> <li>⇒ Relevant materials prepared for dissemination.</li> <li>⇒ Includes representation from Provincial and District Education officers</li> <li>⇒ Disseminates the Midline EGRA survey findings to key education stakeholders to stimulate national dialogue on learner performance.</li> <li>⇒ Information shared include key observations, lessons learned and recommendations regarding the trends in reading outcomes, in comparison to the baseline with relevant stakeholders</li> <li>⇒ Reports shared in soft copy.</li> </ul>
<b>Regional EGRA Workshops and Reports</b>	<ul style="list-style-type: none"> <li>⇒ Relevant materials prepared for dissemination and approved by USAID.</li> <li>⇒ Relevant/applicable findings shared with the districts and provinces to inform decision making and action planning.</li> <li>⇒ Key observations, lessons learned and recommendations regarding the trends in reading outcomes shared with relevant stakeholders</li> <li>⇒ Reports shared in soft copy.</li> </ul>
<b>Task 9: Research Studies</b>	
<b>Research Studies</b>	<ul style="list-style-type: none"> <li>⇒ Reports provide information to address program needs of Let's Read, Zambia and support for MoGE.</li> <li>⇒ Selection of topics done in conjunction with USAID and MoGE.</li> <li>⇒ Reports contents include: an executive summary, introduction, background information, description of methodology used, recommendations and relevant appendices. Results disaggregated by sex, locations, type of school for each language.</li> <li>⇒ Progress on the task and research findings documented on annual/semi-annual reports until finalized.</li> </ul>
<b>Other Reports</b>	
<b>Three Year Work Plan</b>	<ul style="list-style-type: none"> <li>⇒ Plan details the activities and resources needed to achieve goals and results for the three-year period of Activity implementation.</li> <li>⇒ Plan includes broad level target dates for initiation and completion of all tasks; outlining tasks, deliverables, due dates, responsible Contractor parties, USAID teams, Gantt chart, and additional resources required to complete the tasks.</li> <li>⇒ Plan is submitted within deadline.</li> </ul>



<b>Annual Work Plan</b>	<ul style="list-style-type: none"> <li>⇒ Plan details activities and resources needed to achieve goals and results during a specific year of Activity implementation e.g. breakdown of activities, timelines, reporting and performance events and key deliverables.</li> <li>⇒ Includes benchmarks for performance of each of the tasks and timeline completion of each activity.</li> <li>⇒ Submitted within deadline.</li> </ul>
<b>Quarterly Performance Reports</b>	<ul style="list-style-type: none"> <li>⇒ Report includes progress against the work plan, identify problems, recommend remedial actions, and outline activities and events for the next reporting period.</li> <li>⇒ Includes results and impacts for the reporting period, cumulative results for all indicators, list of all studies, assessments and reports completed during the reporting period and cumulative to date.</li> <li>⇒ <b>Note:</b> The Quarter 4 report is replaced by the Annual Report.</li> <li>⇒ Reports are submitted within deadline.</li> </ul>
<b>Annual Reports</b>	<ul style="list-style-type: none"> <li>⇒ Report includes accomplishments to the specific tasks/activities outlined in the Annual Work Plan.</li> <li>⇒ Includes an executive summary, introduction, recommendations/next steps and conclusions.</li> <li>⇒ Submitted within deadline.</li> </ul>
<b>Activity Monitoring, Evaluation, and Learning Plan</b>	<ul style="list-style-type: none"> <li>⇒ Plan provides guidance and outlines resources for performance monitoring of the Activity.</li> <li>⇒ Plan includes development hypothesis, critical assumptions, baseline values and targets, performance data table, Performance Indicator Reference Sheet (PIRS), data collection methods and storage, monitoring approach, performance indicators, internal evaluations, learning activities, estimated resources, and roles and responsibilities.</li> <li>⇒ Includes a Performance Management Task Schedule for special studies, assessments and surveys.</li> <li>⇒ Plan is updated as needed.</li> <li>⇒ Submitted within deadline.</li> </ul>

## ANNEX E: SCHEDULE FOR PERFORMANCE MONITORING TASKS

This schedule includes the planned tasks, frequency, and timeline for performance monitoring.

PERFORMANCE MANAGEMENT TASKS	Q1			Q2			Q3			Q4			Notes
	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	
<b>Performance Planning</b>													
Education Data activity AMELP update													After annual reporting by Oct. 30
Education Data activity Annual Work Plan													Submitted by September 1
Indicator Reference Sheet updates													After annual reporting
Target Setting													At start and after annual reporting
<b>Strengthening Monitoring, Evaluation, and Learning</b>													
Quarterly review													
Financial review (pipelines, burn rates)													
Conducting formal and informal trainings on data analysis and technical topics													Ongoing, as needed
Semi and Annual Performance Analysis Reports prepared as input to Mission portfolio reviews													Bi-annually
Implementation of research studies													As directed by TOCOR
DQAs for all indicators													During performance period, prior to reporting results

Reporting													
Collection, collation, review and data reporting													Quarterly
Support PPR data to the Mission													Fiscal Year
Quarterly reporting													Quarterly

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