



**USAID** | **ZAMBIA**  
FROM THE AMERICAN PEOPLE

# EDUCATION DATA ACTIVITY

## Year One Work Plan

April 9, 2018 to March 31, 2019

Submitted Date: August 16, 2018

Version: 2

Contract Number: 72061118C00005 under IDIQ AID-OAA-I-14-00057-ABE ACR

Activity Start Date and End Date: April 9, 2018 to October 08, 2021

TOCOR Name: Ms. Yvonne Chomba

*This page is intentionally left blank.*

# USAID EDUCATION DATA ACTIVITY

## Year One Work Plan: April 9, 2018 to March 31, 2019

Submitted to:

Yvonne Chomba, Task Order Contracting Officer's Representative  
**USAID/Zambia**

Submitted by:

**DevTech Systems, Inc.**  
IDIQ AID-OAA-I-14-00057-ABE ACR  
Contract 72061118C00005

**DISCLAIMER:**

This report is made possible by the support of the American People through the United State Agency for International Development (USAID). The contents of this report are the sole responsibility of DevTech and do not necessarily reflect the views of USAID or the United States Government

*This page is intentionally left blank.*

# TABLE OF CONTENTS

<b>ACRONYMS</b> .....	<b>VI</b>
<b>EXECUTIVE SUMMARY</b> .....	<b>1</b>
<b>I. INTRODUCTION</b> .....	<b>3</b>
Period of Performance.....	5
Place of Performance.....	5
Key Stakeholders .....	6
Implementers.....	7
Implementation Team and Resources .....	8
<b>II. ACTIVITY MANAGEMENT AND ADMINISTRATION</b> .....	<b>8</b>
Project Start-Up.....	8
Annual Administrative Tasks .....	10
<b>III. TECHNICAL TASKS</b> .....	<b>11</b>
EGRA Implementation .....	11
Task 1: Complete a Language Mapping Exercise .....	12
Task 2: Complete Preparation for EGRA and Snapshot for School Management Effectiveness (SSME) .....	14
Task 3: Complete Pilot Assessment.....	16
Task 4: Finalize EGRA Instruments .....	17
Task 5: Train EGRA Assessors .....	18
Task 6: Conduct EGRA and SSME .....	19
Task 7: Data Entry and Analysis, and ECZ Capacity Building.....	20
Task 8. Dissemination of EGRA Results .....	24
Task 9. Research Studies .....	24
Activity Monitoring, Evaluation, and Learning (AMELP) .....	25
Cross-Cutting Elements.....	26
<b>IV. RISKS AND CRITICAL ASSUMPTIONS</b> .....	<b>27</b>
<b>V. COLLABORATION</b> .....	<b>29</b>
<b>VI. OPPORTUNITIES</b> .....	<b>29</b>
<b>VII. YEAR ONE SCHEDULE FOR DELIVERABLES AND TECHNICAL PRODUCTS</b> .....	<b>31</b>
<b>ANNEX A: YEAR ONE WORK PLAN GANTT CHART</b> .....	<b>32</b>
<b>ANNEX B. LANGUAGE MAPPING QUESTIONNAIRE</b> .....	<b>40</b>

**List of Tables and Figures**

Figure 1. USAID/Zambia Results Framework as per Let’s Read Zambia ..... 4  
Figure 2. USAID Education Data Activity Theory of Change ..... 5  
Table 1. Key Stakeholder Roles ..... 6  
Table 2. Local Office Technical Team..... 8

## ACRONYMS

AMELP	Activity Monitoring, Evaluation, and Learning Plan
DEC	Development Experience Clearinghouse
DDL	Development Data Library
ECZ	Examinations Council of Zambia
EGRA	Early Grade Reading Assessment
GRZ	Government of the Republic of Zambia
IT	Information Technologies
IRB	Institutional Review Board
M&E	Monitoring and Evaluation
MT	Master Trainer
MOGE	Ministry of General Education
MSI	Management Systems International
ORF	Oral Reading Fluency
PLP	Primary Literacy Program
PRP	Primary Reading Program
QCO	Quality Control Officer
SSME	Snapshot for School Management Effectiveness
STTA	Short Term Technical Assistance
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
TOCOR	Task Order Contracting Officer's Representative
USAID	United States Agency for International Development

## EXECUTIVE SUMMARY

DevTech Systems, Inc. (DevTech) is pleased to resubmit the Year One Work Plan for the USAID Education Data Activity. This Work Plan has been updated to reflect adjusted dates and activities based on meetings that took place in June-July between USAID, ECZ and MOGE. An updated schedule of deliverables was submitted to USAID on August 24, 2018 for review. This document includes the new dates for deliverables identified in this schedule.

The purpose of this contract (72061118C00005) under IDIQ AID-OAA-I-14-00057-ABE ACR is to: provide distinct assessment, data management, and research and evaluation services to monitor and track the progress of USAID's *Let's Read, Zambia* bilateral activity.

The Year One Work Plan covers the following key areas:

1. **Introduction:** This section is a brief situational analysis of the education sector in Zambia as it relates to literacy among learners in the early grades. Low reading levels indicate the need to track learner performance through Early Grade Reading Assessment (EGRA) and use results to inform areas of improvement. As key stakeholders, MOGE and ECZ will collaborate closely with DevTech to implement EGRA and interpret results;
2. **Planned interventions:** This section highlights tasks that will be conducted in the first year which include project start-up, EGRA implementation, research activities, administrative tasks and risks and critical assumptions;
3. **Schedule for deliverables and technical products** have also been provided in the third section of the report;
4. **Year One Work Plan:** The tasks, activities, outputs/ productions, collaborating partners, mile stones and time schedules have been presented in Annex A of the report.

The Year One Work Plan specifies activities for each of the broad level tasks, outputs, collaborating partners, milestones and the timeframe for completing each specified activity. The work plan will be implemented in close consultation with MOGE and ECZ. It will be informed by the collection of firsthand, "ground truth" data from provinces, districts, and schools. The activities will be reviewed periodically to respond to the emerging issues that may be raised by the local stakeholders, MOGE and ECZ, and revised accordingly in collaboration with the USAID Task Order Contracting Officer's Representative (TOCOR). The Gantt chart shows all the activities that will be implemented in the first year of the project. In the implementation of these activities, DevTech will work closely with MOGE's Planning and Information Directorate and the ECZ to generate awareness about the project among host country counterparts and education stakeholders to create a positive working environment and synergies with programs with similar goals.

The project activities are represented along nine contractual tasks, and the administrative tasks. The tasks are grouped in three categories: (1) Administrative Tasks, including project start-up; (2) EGRA implementation tasks, including tasks from 1 to 7; and (3) Research, communication, and capacity building, including part of contractual task 7, and tasks 8 and 9. Contractual tasks are the following:



- Task 1. Complete a language mapping exercise;
- Task 2. Complete preparation for the Early Grade Reading Assessment (EGRA);
- Task 3. Complete pilot assessment;
- Task 4. Finalize EGRA instruments;
- Task 5. Train EGRA assessors;
- Task 6. Conduct EGRAs;
- Task 7. Complete data entry, analysis, and build ECZ's capacity;
- Task 8. Disseminate EGRA results to key stakeholders; and
- Task 9. Conduct research studies.

Risk analysis and critical assumptions are also included in this Year One Work Plan as a management tool for discussions with USAID if and/or when contextual and operational factors change, including the projects operational environment. The critical assumptions include (1) Mutual understanding and agreement between USAID and GRZ on the USAID Education Data Activity (2) Areas for capacity building to conduct EGRA identified and aligned with ECZ Strategic Plan (2016-2021), (3) Sufficient support from MOGE and ECZ to secure province and district level cooperation and access to learners, (4) An absence of natural disasters, political issues, or policy changes impacting the implementation of activities, and (5) ECZ commitment to allocating financial resources to support EGRA activities for long-term sustainability. The critical risks include (1) Potential delays in the school year schedule, (2) The unidentified start date of Let's Read, Zambia, and (3) Difficulties with recruiting assessors.

Any adjustments to activities due to contextual factors will be made in close coordination and consultation with the USAID Task Order Contracting Officer's Representative (TOCOR) and Task Order Contracting Officer (TOCO).

## I. INTRODUCTION

Zambia has made progress in increasing access to education, particularly at the primary school level. However, while primary completion rates are high (92.4 percent in 2016), learning outcomes present major challenges. Grade 6 learners in all nine Zambia provinces scored below the international means for reading and math in the most recent Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) study (SACMECQ III, 2011).<sup>1</sup> Between 46 and 88 percent of Grade 2 learners – depending on the local language – scored zero in oral reading fluency (ORF) on the most recent Early Grade Reading Assessment (EGRA) (RTI, 2015). Prior to 2014, learners in many schools were not learning to read and write in their mother tongue. Research suggests that children that learn to read and write in their mother tongue while simultaneously acquiring oral knowledge of a second language develop literacy skills and demonstrate higher academic performance.<sup>2</sup> However, student learning outcomes depend on the quality of the bilingual education.<sup>3</sup> and the quality of the data collected to measure their effectiveness.<sup>4</sup> The decision by the Government of the Republic of Zambia (GRZ) to initiate multilingual education in the seven officially recognized national languages is a promising move towards improving learning outcomes.

DevTech Systems, Inc. (DevTech) is proud to provide assessment, data management, and research and evolution services to monitor and track the progress of USAID’s *Let’s Read, Zambia* bilateral activity by successfully completing two EGRA for children in Grade 2. These activities will be done in complete collaboration with USAID/Zambia, the Ministry of General Education (MOGE), the Examination Council of Zambia (ECZ), and other key stakeholders. DevTech understands that, in addition to EGRA completion, the components of rigor, dissemination, and learning will be fundamental in making USAID Education Data Activity a success.

DevTech will accomplish results by implementing nine tasks that ultimately and indirectly enhance USAID/Zambia’s goal to become an agency leader in monitoring and tracking education data, research and evaluation. The USAID Education Data Activity offers the opportunity to measure a specific learning intervention (*Let’s Read, Zambia*) over time as well as to strengthen the capacity of the ECZ and MOGE to track and collect data to improve learning outcomes. The DevTech team will build upon the recent and current interventions led by GRZ and supported by USAID and other donors to improve learning conditions and outcomes: including STEP-Up Zambia, Read to Succeed, Time to Learn, and EdData II. The DevTech team

---

<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. SACMECQ III, National Reports, Zambia.

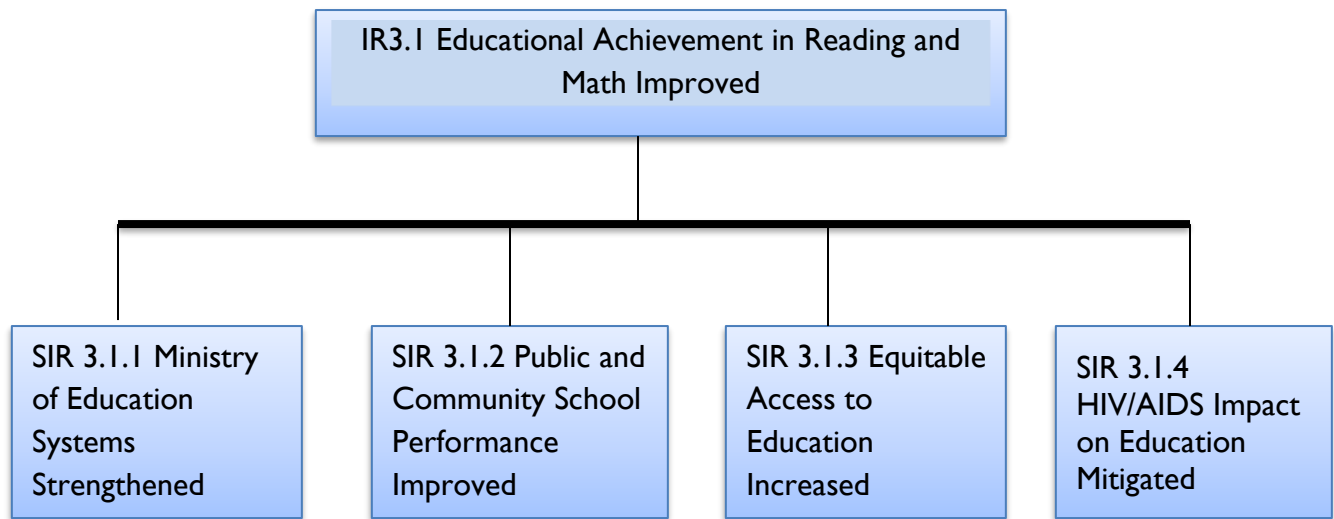
<sup>2</sup> August, D., Calderon, M., Carlo, M., & Nuttall, E. (2006). “Developing literacy in English language learners: An examination of the impact of English-only versus bilingual instruction.” In P. McCardle and E. Hoff (Eds.), *Childhood bilingualism: Research on infancy through school age* (pp. 91-106). Clevedon, UK: Multilingual Matters; and August, D., & Shanahan, T. (2006). (Eds.). *Developing literacy in second-language learners: Report of the national literacy panel on language minority children and youth*. Mahwah, NJ: Lawrence Erlbaum.

<sup>3</sup> Willig, Ann C. "A meta-analysis of selected studies on the effectiveness of bilingual education." *Review of Educational Research* 55.3 (1985): 269-317.

<sup>4</sup> Hakuta & Gould, 1987. “Synthesis of Research on Bilingual Education.” *Educational Leadership* 44.6 (1987): 38-45

understands that the overarching goal is national ownership and sustainability in monitoring early grade reading performance. Throughout the USAID Education Data Activity, DevTech will continue to build on work previously done and strengthen the capacity of the Zambian MOGE, ECZ, and Provincial and District Education Offices to conduct EGRA and other research that inform policy making to improve learning outcomes. Identifying focal point persons at the ECZ and MOGE will be particularly important, as this relationship will assure close collaboration with both entities at the national, provincial, and district level throughout each stage of the activity.

**Figure 1. USAID/Zambia Results Framework as per Let’s Read Zambia**



Success of the activity will be measured by the completion of two EGRA measuring the ability to read at grade level for children in Grade 2 during the three years and six months contract period. Upon completion of each EGRA, proper dissemination and learning will be critical for the wider USAID and stakeholder audience in Zambia to apply lessons learned and trends to future programming.

The USAID Education Data Activity outputs will lead to achievement of three outcomes presented in subsequent sections of the theory of change. Specific indicators and targets for the project outputs and outcomes will be reflected in the Activity Monitoring, Evaluation, and Learning Plan (AMELP). As set forth in the USAID Education Data Activity award, these indicators will include USAID standard indicator ES.1-1, *Percent of learners who demonstrate reading fluency and comprehension of grade level text at the end of grade 2 with USG assistance*. Main activity performance targets include completion of baseline and midline EGRA within strict deadlines, dissemination of results through EGRA workshops in each of five provinces and at

the national level, completion of four research projects, and increased ECZ capacity, with ECZ conducting at least 50 percent of the activities required to implement midline EGRA.

### **Period of Performance**

The official start date of the activity is April 9, 2018. The activity is designed to be implemented over a period of 42 months (three years and six months), and to end in September 2021. Due to unresolved issues between USAID and MOGE, the implementation of the project, development of some Year One deliverables that require collaboration with MOGE and ECZ, were paused. Activity implementation and submission of deliverables resumed on July 13, 2018.

### **Place of Performance**

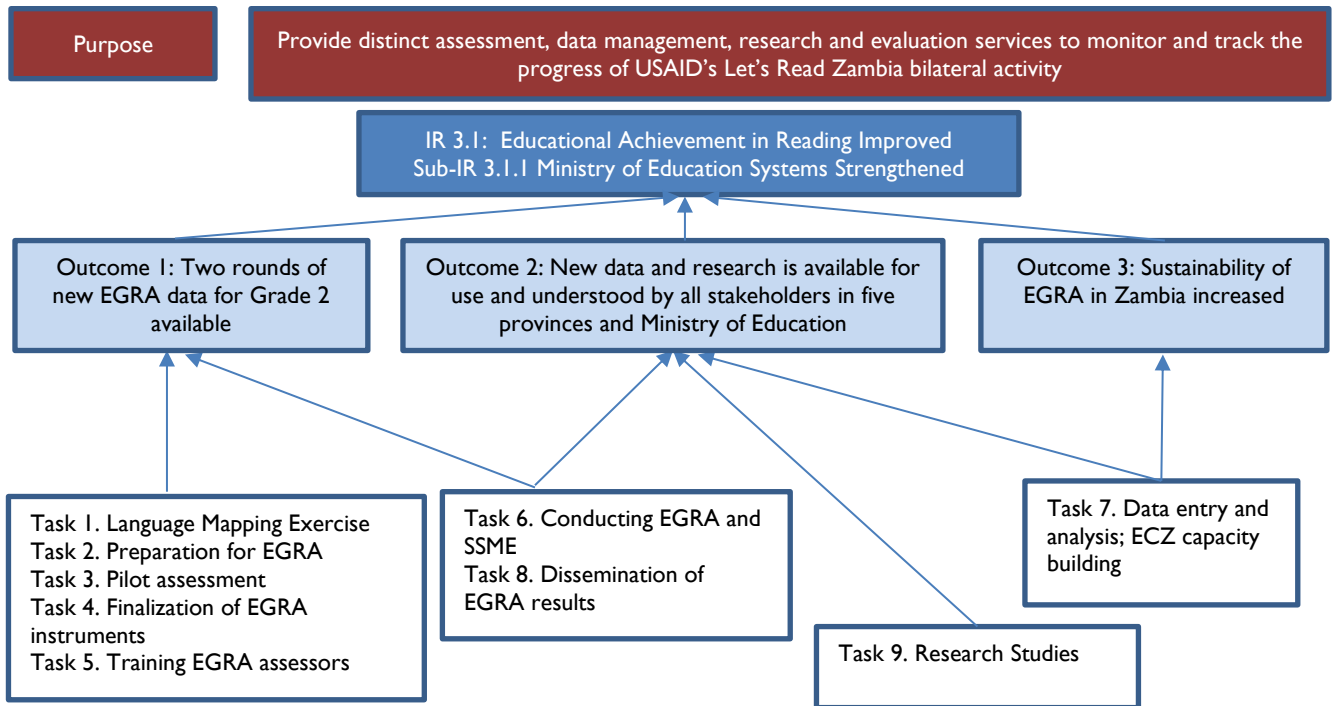
The activity will be headquartered in Lusaka, Zambia, and will cover five provinces: Eastern, Western, Muchinga, North Western, and Southern.

### **Performance Goals and Targets**

The USAID Education Data Activity will contribute to the implementation of USAID/Zambia country development cooperation strategy intermediate result (IR) 3.1: Educational Achievement in Reading and Math Improved and sub-intermediate result (Sub-IR 3.1.1) Ministry of Education Systems Strengthened and SIR 3.1.2 Public and Community School Performance Improved.

The Activity outputs will lead to achievement of three outcomes presented in the proposed Results Framework for USAID Education Data Activity (see Fig. 2). Specific indicators and targets for the project outputs and outcomes will be reflected in the Activity Monitoring, Evaluation, and Learning Plan (AMELP). Main activity performance targets include completion of baseline and midline EGRA within strict deadlines, completion of four research projects, EGRA dissemination workshops in each of the five provinces, and ECZ conducting at least fifty percent of activities to implement midline EGRA.

### **Figure 2. USAID Education Data Activity Theory of Change**



### Key Stakeholders

Implementation of this activity will require coordination and collaboration with key stakeholders. The following list provides key stakeholders and their respective roles and responsibilities within the USAID Education Data Activity:

**Table 1. Key Stakeholder Roles**

Stakeholder	Role
<b>USAID/Zambia</b>	USAID/Zambia will have oversight of the performance of the Contract. USAID/Zambia will serve as a liaison between the Contractor and MOGE and will obtain necessary approvals to facilitate data collection and other EGRA related activities in the provinces, districts and schools. The Education Office will work with the Contractor to disseminate EGRA findings to various stakeholders.
<b>Ministry of General Education (MOGE)</b>	The MOGE will be involved and consulted during activity planning and implementation to ensure alignment with policy provisions and institutionalization of EGRA related activities in the education system. The Contractor must work closely with the MOGE's Directorate of Planning and Information Management and Directorate of Curriculum and Standards, to inform, develop and/or finalize the content of instruments, and ensure alignment of school level data with the Education Management Information System (EMIS). The MOGE will coordinate provincial, district, zonal and school level activities. In addition, the directorates will collaborate with the Contractor to disseminate EGRA findings to the lower levels of the education system.

Stakeholder	Role
<b>Examinations Council of Zambia (ECZ)</b>	As an institution mandated to conduct Zambian National Assessments and Examinations, the ECZ will be involved at all stages of EGRA activities; i.e., from the preparation of surveys to dissemination of EGRA findings both at national and regional levels. Working in close collaboration with the Contractor, the ECZ's role will involve, but not be limited to, selecting representative samples for the EGRA, developing and/or finalize the content of instruments, identifying data collectors/assessors; assist to develop, pre-test and finalize survey instruments; collect and analyze assessment data and organize meetings/fora to disseminate EGRA findings to relevant stakeholders.
<b>Provincial Education Offices and District Education Board Secretary Office</b>	The Provincial and District Education Offices will work with the Contractor to coordinate sub-national level activities, which include: preparation for EGRA surveys, identification of assessors and providing necessary authorizations, supporting data collection processes, and regional dissemination workshops. As implementing units of education programs, the provincial and district levels will use EGRA findings for planning, management, monitoring, and evaluation of education projects.
<b>Target Schools</b>	These are the intended primary beneficiaries of the Let's Read Zambia activity from which the EGRA sample will be drawn. In addition to providing USAID, MOGE and other education stakeholders with information on reading outcomes, ultimately the EGRA findings are expected to inform decision making and management processes at the school level.
<b>Cooperating Partners</b>	These include other donors providing funds for education activities independently but aligned with the objectives of the Let's Read Zambia activity. In addition, donors such as Japan International Cooperation Agency could potentially fund the mathematics component of Early Grade Assessments to complement the USAID funded reading assessment. Therefore, collaboration with these stakeholders will be necessary to ensure alignment of activities.

### Implementers

The USAID Education Data Activity will be implemented by a consortium led by DevTech Systems (DevTech). The DevTech team is comprised of three leading and trusted USAID partners:

1. **DevTech** is a U.S.-based small business with over 33 years of U.S. and global education experience and an industry-leading set of skills and expertise in M&E, education evaluation, research, and learning.
2. **MSI** is a global consulting company with a breadth of experience in student and teacher assessments, program evaluations, M&E systems, scaling-up, research studies, gender initiatives and organizational development. MSI has completed large-scale EGRA in multiple countries and will provide STTA for EGRA tool adaptation, enumerator training and oversight, and data processing and analysis. MSI will also participate in ECZ capacity development.

3. **Khulisa** has 23 years of experience providing M&E services to USAID, including in Zambia. These services cover a variety of sectors, such as education and capacity building. Khulisa will provide STTA to support M&E priorities and to conduct research studies under USAID Education Data Activity.

### Implementation Team and Resources

The USAID Education Data Activity will be implemented by a full-time project team located in the project office in Lusaka, Zambia. General roles of the in-country technical staff are outlined in Table 2. Next sections will identify which team member is responsible for implementation of specific tasks.

**Table 2. Local Office Technical Team**

Role	Primary Responsibilities
<b>Project Manager/Team Leader</b>	Overall management of the Activity implementation team, communication with USAID and ECZ, and technical oversight of all project activities
<b>Senior Monitoring and Evaluation (M&amp;E)/EGRA Specialist</b>	Developing designs, methodologies, approaches, and tools for EGRA, M&E, and research projects, as well as leading capacity and institutional building efforts with ECZ.
<b>Senior Early Grade Reading Specialist</b>	Providing guidance to program staff on essential components of the USAID Education Data Activity language mapping exercise and technical expertise in education, data analysis and dissemination of EGRA results and early grade reading for all components of the project.
<b>Mid-level Early Grade Reading Specialist</b>	Supporting the Senior M&E/EGRA Specialist in implementing the M&E plan, collecting data, routine data quality assurance, analysis, and similar routine tasks; supporting the Senior EGRA Specialist and STTAs in developing, implementing, and analyzing the baseline and midline EGRA.
<b>Senior Development Specialist/IT Support</b>	Implementing IT solutions to support paperless data collection and data processing during active stages of the EGRA(s).

The local project team in Lusaka also includes an Operations/Finance Manager, Receptionist/Office Assistant, and Driver. The team will be supported by a DevTech Home Office staff composed of a Senior Technical Advisor and Project Manager, as well as short term technical assistance (STTA) from DevTech, its implementing partners Management Systems International (MSI) and Khulisa Management Services (Khulisa), and local short-term experts.

During active EGRA data collection, the USAID Education Data Activity will recruit, train, and deploy 170 enumerators and supervisors.

## II. ACTIVITY MANAGEMENT AND ADMINISTRATION

### Project Start-Up

Project start-up activities begin immediately on the project effective date and are executed in the first 90 days of the project. The start-up activities include a kick-off meeting with USAID

and local stakeholders (ECZ and MOGE), completing DevTech registration in Zambia, establishing an office in Lusaka, recruiting local staff, and developing essential project management documents.

The project start-up tasks are implemented by the project’s Team Leader and by DevTech’s Home Office Project Manager and Contract Specialist, who will travel to Lusaka for two weeks each, and by DevTech’s Home Office Senior Technical Advisor in a remote capacity. Project Mangers from MSI and Khulisa will also be involved in supporting the recruitment process during the start-up period. MSI and Khulisa will also provide support from the Senior Assessment Advisor (MSI) and Researcher (Khulisa) in developing start-up deliverables.

The deliverables for the start-up process include the following:

#	Deliverable	Schedule
1	<b>Three Year Work Plan:</b> The Three-Year Work Plan provides broad level target dates for initiation and completion of all tasks; outlining tasks, deliverables, due dates, responsible Contractor parties, USAID teams, and additional resources required to complete the tasks. This document will be reviewed periodically to respond to emerging issues and revised accordingly in collaboration with the TOCOR.	The Three-Year Work Plan must be submitted within 30 days after award and must be approved by USAID no later than 45 days after award.  Second version is to be submitted by August 16, 2018 and approved by USAID 15 days after delivery.
2	<b>Annual Work Plan:</b> The Annual Work Plans will operationalize the Three-Year Work Plan and provide detailed information on each of the tasks which fall within the 12 months period. The Work Plan will be a guide for activity implementation with a breakdown of activities, timelines which include calendars citing key planning, reporting and performance review events, and key deliverables. It includes a reasonably detailed description of the tasks, establishes benchmarks for performance of each of the tasks, and provides timeline for completion of each activity. The plan will outline anticipated progress in the achievement of program results as well as associated costs. A breakdown of estimated expenditures by CLIN for Year I is included in Annex C. This budget will serve as a basis for routine updates and/or meetings between the Contractor and USAID and/or the TOCOR.	The first Annual Work Plan must be submitted within 45 days after award and must be approved by USAID no later than 60 days after award.  Second version is to be submitted by August 16, 2018 and approved by USAID 15 days after delivery.  Subsequent work plans must be submitted by September 1st and must be approved by USAID by September 30th of the upcoming Fiscal Year.
3	<b>Quality Assurance Surveillance Plan (QASP):</b> This plan sets forth the procedures and guidelines which will be used to ensure the required performance standards or service levels achieved by the contractor. The QASP will define	Due 60 days after Contract award and continuously updated through the life of the award based on course corrections identified. The contractor will



	the roles and responsibilities, identify performance objectives, define the methodologies used to monitor and evaluate the contractor's performance, describe quality assurance documentation requirements, and describe the analysis of quality assurance monitoring results.	work with the TOCOR to establish dates for each update to the QASP. The QASP will not be updated more than semi-annually.
4	<b>Activity Monitoring, Evaluation, and Learning Plan (AMELP):</b> The AMELP will also include the development hypothesis and critical assumptions; baseline values and targets to show progress over time; a Performance Data Table summarizing the key performance monitoring information; Performance Indicator Reference Sheets for each indicator that include, detailed description of performance indicators to be tracked, source, method and schedule of data collection, known data limitations and planned actions to address the limitations. Beyond including a Performance Indicator Reference Sheet (PIRS) for each performance indicator, the plan should identify how data will be collected and stored and how data quality will be ensured.	Must be submitted within 75 days after the award of the contract and approved by USAID no later than 90 days after the end of the quarter.  Second version is to be submitted by August 22, 2018 and approved by USAID 15 days after delivery.

The project start-up deliverables, the work plans in particular, require feedback from all stakeholders to be finalized. Due to delays in engaging MOGE and ECZ in collaboration with USAID Education Data Activity and pause in project implementation, the dates for the final start-up deliverables was affected. Project implementation team held consultations with ECZ starting July 20, and internal discussions leading to re-design of year one implementation and proposed reduction in sample size to baseline EGRA in early August, including consultations with CO and COR on August 14, 2018. This process led to revision of the workplan, and submission of the second version of the workplan for USAID consideration. In addition to the first submission of these documents to the USAID, the table above lists the dates for the second submission. These deliverables include stakeholder's feedback.

### Annual Administrative Tasks

Administrative tasks will be implemented continuously after the initial 90-day period. These tasks enable implementation of the project technical activities, and include administrative and logistical support, implementation of the USAID Education Data Activity AMELP, regular communication with USAID, and developing regular reports.

Administrative tasks will be led by the Project Manager/Team Leader and will be implemented by the project Finance and Operations Manager, Office Assistant/Receptionist, Driver, and Mid-level Early Grade Reading Specialist, with support from the Home Office Project Manager(s) at DevTech, MSI, and Khulisa.

The deliverables for the administrative tasks include the following:

#	Deliverable	Schedule
1	<b>Annual Performance Report (APR)</b>	30 days after end of fiscal year
2	<b>Quarterly Performance Reports</b>	Within 15 days after the end of the quarter and approved by USAID no later than 30 days after the end of the quarter
3	<b>Financial Report</b>	Within 30 days after the end of the quarter and approved by USAID no later than 45 days after the end of the quarter
4	<b>Annual Property Reports</b>	Within 90 days of award and annually thereafter
5	<b>Annual Work Plan</b>	Must be submitted by September 1st and must be approved by USAID by September 30th for the upcoming Fiscal Year
6	<b>Ad hoc foreign assistance reports</b>	As directed by TOCOR

### III. TECHNICAL TASKS

This section provides an overview of the technical tasks planned for Year I. It details sub-activities and provides milestones to produce contractual deliverables within the deadlines set by the contract. For each task, we define target dates for initiation and completion of sub-activities; contractual deliverables with due dates; internal deliverables or milestones; responsible DevTech team personnel; USAID team and stakeholder involvement requirements; and the necessary resources to complete the tasks. The Annual Work Plan is supplemented by an annual budget that provides greater detail about resources needed to execute all tasks (see Annex C).

The entire set of technical tasks is divided into two categories: (1) tasks to implement EGRA, and (2) tasks to implement research studies, communicate initial EGRA results, and conduct ECZ capacity building. This division provides a natural separation of the sub-activities that are critical to timely delivery of the main Year I contractual deliverable – the EGRA report – from other activities.

ECZ capacity building will be a cross-cutting scheme for all tasks, together with gender equality, environmental compliance, and sustainability. Cross-cutting schemes are discussed in a separate sub-section of this chapter. ECZ capacity building includes involvement of the ECZ staff in all project tasks, and in specific assessment and training activities. It will be discussed in this section related to specific tasks as well as together with the cross-cutting schemes.

#### EGRA Implementation

Baseline EGRA implementation is the major task to be accomplished in Year I of the project. EGRA implementation will begin immediately after project start-up and will continue through

Year 1, with dissemination activities continuing into Year 2 of the project. Within the EGRA implementation, the critical milestones are the completion of all data collection activities by November 30, 2018, and the completion of the final EGRA report by March 1, 2019.

Due to unresolved issues between USAID and MOGE, the implementation of the project, including tasks for EGRA implementation, was postponed. The implementation team was able to have a first technical discussion of the EGRA implementation with ECZ on July 20, 2018. Due to the ECZ's work schedule, schedule for implementation of baseline EGRA was significantly compressed. In order to meet the critical milestone and complete all data collection activities by November 30, 2018, DevTech proposed to reduce sample size for baseline data collection from 20 to 15 schools per district. These changes are reflected in the proposed plan for EGRA implementation.

### ***Task 1: Complete a Language Mapping Exercise***

A comprehensive language mapping is essential to ensure that the EGRA baseline and midline are conducted based on current and accurate information regarding the actual language of instruction of each district and school. The results of the Language Mapping provide background to further EGRA implementation.

The contract states that “The Contractor must ascertain whether the predominant language of instruction within each District, and if possible, school level. The purpose of this exercise is to inform the Contractor to be able to administer the EGRA in the GRZ designated language per Province; however, also have the ability to administer the EGRA in a different GRZ designated language(s) if the Contractor identifies that is the language of instruction in the particular school/district. The Contractor must verify GRZ designated language(s) of instruction at the school level through the Baseline and adjust the language mapping based on findings. If the Contractor finds instances where the language of instruction is outside of the GRZ designated languages, they must validate and document such findings through the baseline.”

The implementation team will obtain official school information from MOGE for all five provinces where EGRA will be implemented. The team will verify this information with the provincial and district school authorities, and correct the resulting database. The team members will visit randomly selected schools in each province to verify that the data is accurate. The results of the verification will be described in the Language Mapping Report, which is the first technical deliverable of the project. The report will document the methodology and implementation of the language mapping exercise, and describe the status of the Languages of Instruction in provinces, districts, zones and/or schools.

DevTech will supplement the report with the database of the schools with verified language of instruction. This database will assist in drawing representative samples of schools by language, recruiting assessors for each language according to need, and preparing the necessary EGRA instrumentation in each local language. The database will be extended with other school information in preparation for EGRA in Task 2, and verified during EGRA and Snapshot for School Management Effectiveness (SSME) data collection in Task 6.

The following activities will be taken to complete Language Mapping:

#	Activity	Description
1	Review documents and data related to the national language of instruction in schools (Apr 16 – May 31, 2018)	The Program Manager/Team Leader will review documents and data from the MOGE, the 2015 EGRA baseline, reports and evaluations from projects carried out by USAID and other donors, and studies conducted by local and international researchers to determine data necessary for the language mapping.
2	Compile a list of schools by province and district with the corresponding language of instruction (May 2018)	The PM/TL will request current lists of schools in five provinces (Eastern, Western, Muchinga, North Western, and Southern) from MOGE, and work with MOGE and EZC specialists to prepare the list for verification. Additional schools may be highlighted, including schools where the language of instruction, is not the predominant one of the province or districts, those using a non-designated GRZ language and those where multiple languages are spoken.
3	Verify data on languages with visits to provinces and districts when needed (Jun 3 – 7, 2018)	DevTech experts will develop language verification and school data collection questionnaire as a standardized tool for data collection (Annex B). The team, including PM/TL, Senior EGR specialist, Senior M&E/EGRA specialist, and Mid-level ERG specialist will travel to the 5 provinces to conduct language verification and administer the questionnaire to the province authorities, and selected school. The team will be accompanied by representatives of MOGE and ECZ.
4	Create a comprehensive database and submit language mapping report (Jun 8, 2018)	The team will clean the school database and compile a report that presents findings from school verification. The database will include information pertaining to: the language of instruction carried out by school/district, if schools are using a different language of instruction from the GRZ designated language, if two or more home languages are widely spoken by learners in community/district are different from GRZ designated languages and identify the primary schools that have Early Childhood Education. (This database will later be shared and later managed by the MOGE).
5	Resubmit final version (Aug 16, 2018)	An updated version addressing USAID comments will be submitted.

Language Mapping will be led by the Senior EGR Specialist. The local project team, including the Project Manager/Team Leader, Senior M&E/EGRA Specialist, and Mid-Level Early Grade Reading Specialist, will support language mapping and conduct field visits to the school districts as necessary. Due to the early start of the language mapping, the Senior Early Grade Reading Specialist was not available to start work within first two weeks of the project implementation, therefore a local STTA was hired to lead this task.

The deliverables for this task include the following:

#	Deliverable	Schedule
I	<b>Language Mapping Report.</b> The report will verify and document the status regarding the Languages of Instruction in provinces, districts, zones and/or schools. At a minimum, the report will have an introductory/background section, outline the methodology of the mapping exercise, and discuss/present the findings. The report will document variations, if any, which will have implications on Early Grade Reading Assessment, survey implementation.	Resubmission: August 16, 2018

**Task 2: Complete Preparation for EGRA and Snapshot for School Management Effectiveness (SSME)**

The preparation for carrying out EGRA and SSME will follow the guidance in the latest version of the EGRA Toolkit as well as key lessons learned from Read to Succeed and Time to Learn. The team will work with ECZ, MOGE and the Provincial and District Education Offices to develop a realistic plan and timeline for conducting the EGRA over the implementation period. Information gathered from the language mapping task will be the basis for the sampling framework. The tools development workshop will allow the team to use existing subtasks (for which the order of the items will be changed) and develop new subtasks to ensure test security. The project team will work with ECZ to establish criteria and scope of work for the assessors and supervisors, select individuals for these roles, and develop the plan for assigning assessors to specific districts and schools. EGRA/SSME implementation will require approximately 56 teams of assessors and the recruitment of 170 assessors (112 selected) and 56 Quality Control Officers (QCOs) to ensure quality of EGRA implementation. The training will ensure that the assessors are fully prepared for conducting the EGRA baseline at international quality standards. Tablets must have the specifications necessary for the latest version of the data collection application. Home and field office IT specialists will ensure that the application is working correctly in the field.

Participation of ECZ and MOGE experts is critical for implementation of this task. ECZ and curriculum development specialists will be instrumental in adaptation of existing EGRA instruments to the needs of USAID Education Data Activity. DevTech plans to involve three to five specialists per each seven Zambia languages of instruction in this process. To ensure proper full attention by the selected experts during the time necessary to complete the data collection, DevTech plans to invite the expert for single week-long tools development workshop outside of Lusaka. The location will be strategically chosen far from the main locations of the participants offices to ensure that they cannot be called to perform their regular work activities at the middle of the workshop.

The post workshop development of the test tools and adaptation of software will require two work weeks, and will be done by project implementation team in Lusaka and Washington, DC.

The EGRA and SSME Preparation task will cover ten activities:

#	Activity	Description
---	----------	-------------

<b>1</b>	Develop a detailed implementation plan for conducting EGRA and SSME baseline (Aug)	This will be a step-by-step activity timeline that will guide EGRA and SSME implementation.
<b>2</b>	Develop a sampling framework based on a school list and language mapping report (July 30 - Aug 17, 2018)	PM/TL and Sr. M&E/EGRA Specialist will work closely with ECZ and MOGE to develop the sampling plan. The sampling methodology will be informed by the language mapping report and 2015 EGRA baseline report. Based on information from the language map, a stratified random sample of 800+ schools will be selected, which has proportional representation of 425 zones and 56 districts in the five provinces. Twenty students from Grade 2 classes will be randomly selected for a total of 20,000.
<b>3</b>	Adapt the content framework to align with planned reading interventions (Aug 6 – 17, 2018)	Sr. M&E/EGRA Specialist will work closely with the MOGE Directorate of Planning and Information Management, Directorate of Curriculum and Standards and ECZ to assess the need to adapt the EGRA framework. EGRA adaptations in other countries will be reviewed to determine lessons learned for adaptations to the 2015 EGRA baseline. The PM/TL and Sr. M&E/EGRA Specialist will work with MOGE and ECZ to make any adaptations to EGRA and SSME complementary materials deemed necessary based on review. The team will write a document describing and explaining each proposed adaptation and its rationale.
<b>4</b>	Develop a plan for recruiting and training master trainers (MTs), QCOs, and assessors (Sep 3 - Oct 10, 2018)	DevTech will select around 56 teams of assessors where each team can conduct an assessment in one school a day. The number of assessors per language will be determined based on the sample. Recruitment will be conducted among university students and education professionals in 56 districts. The DevTech team will work with ECZ to identify assessors. In addition to assessors, 56 QCOs will be hired among which 14 will be MTs. DevTech will work closely with the central MOGE, ECZ and District Education Offices to develop an assessor training plan.
<b>5</b>	Hold tools development workshops to develop new subtasks with MOGE, ECZ and USAID (Aug 20 – 23, 2018)	The workshop will be conducted by ECZ in conjunction with DevTech's partner MSI. The workshop will be for 4 days for 30-40 people. The workshop will include local curriculum and language experts (3-5 per language), ECZ staff and a local early literacy expert. The workshop will serve to understand the purpose of EGRA, the proposed subtasks and criteria for each subtask.
<b>6</b>	Construct tools based on new and existing EGRA subtasks, along with SSME (Aug 27 – 31, 2018)	Tools will be finalized following training. These tools will then be digitized into MSI's Form Builder application. MSI will train staff in field on using the application.
<b>7</b>	Procure tablets and finalize the data collection application (Aug 27 –	One hundred and seventy tablets will be procured by PM/TL and field staff. Data collection application will be finalized following the digitized tool training.

	Sept. 21)	
<b>8</b>	Initiate Institutional Review Board (IRB) approval process and secure approval or exemption (Aug 20 – Sep 7, 2018)	Adequate time must be given for the study to be approved as it may involve consent from GRZ counterparts and others as well as revision. The testing of instruments will be included as part of the IRB. If substantial adaptations to the assessment tool and/or assessment process, amendments to the IRB can be requested at that time.
<b>9</b>	Conduct preliminary selection of sampled schools from the framework (Aug 27 – 31, 2018)	School selection will be based on results from Language Mapping Exercise
<b>10</b>	Submit the Implementation Plan and Sampling Methodology for the baseline (Sep 6, 2018)	Baseline plan will include the piloting of the EGRA instruments, revisions based on data analysis and feedback, approvals by MOGE, an activity timeline for implementing EGRA in the field and logistical arrangements with Provincial and District Education Office personnel.

The task will be led by the Senior M&E/EGRA Specialist with the STTA support of the Senior Assessment Specialist (MSI), Senior Psychometrician (MSI), and Senior Technical Advisor (DevTech). The task implementation will also involve the Project Manager/Team Leader, Senior EGR Specialist, and Senior Development Specialist/IT Support, who will establish the IT systems for the data uploads and downloads.

The deliverables for this task include the following:

#	Deliverable	Schedule
<b>2</b>	<b>A Sampling Methodology Plan for the Early Grade Reading Baseline Survey.</b> The Sampling Methodology Plan must include language (Chinyanja, Chitonga, Icibemba, Kikaonde, Lunda, Luvale, and Silozi), target number of respondents and schools, and geographic disaggregation by provinces, district and zone to ensure that the results are representative and comparable between the baseline and midline surveys.	Baseline Sampling Plan to be submitted 14 days after approval of Annual Work Plan, not earlier than September 5, 2018
<b>3</b>	<b>EGRA Data Collection Framework.</b> Serving as a resource/manual for EGRA in Zambia, the framework document will at a minimum, describe or provide a background and purpose of EGRA, outline data sources, collection methods and timelines. The document is expected to have as attachments, samples of tools and instructional materials required to successfully conduct EGRA in Zambia.	Final versions will be submitted by September 5, 2018

### **Task 3: Complete Pilot Assessment**

Two schools from each of the seven national languages of instruction will be selected for the pilot assessment, for a total of 14 schools with a separate school for testing the EGRA data



collection application, for a total of 15 schools. Schools will be selected in the provinces where the national languages are used for instruction and logistics will be organized so that these schools can be visited during the second term of the academic year. Pilot materials will be drawn from those used in previous EGRAs in Zambia, along with other materials that reflect best practices in other countries.

The Pilot Assessment task will consist of five activities:

#	Activity	Description
1	Select pilot schools and organize logistics (Sep 3 – 7, 2018)	Two schools from each language of instruction will be selected for the pilot for a total of 14 schools.
2	Prepare materials, including training guide, tools, and electronic data application Sep 3 – 7, 2018)	To ensure reliability of the instruments, pairing of assessors will be employed for inter-rater reliability for 20% of the assessments per language per level. It will also be important to ensure that the electronic equipment (i.e., tablets) are the appropriate tool for data collection (e.g., user-friendly, reliable, accurately record data, and easily able to upload data to database).
3	Select and train pilot assessors (Aug 20 - Sep 14, 2018)	Ten to fourteen assessors will be selected and trained among universities and education professionals that speak the language of the district.
4	Conduct pilot assessment and SSME at 14 schools in 7 languages (Sep 17 – 21, 2018)	Two schools from each language of instruction will be selected for the pilot for a total of 14 schools. The DevTech team and ECZ will oversee the data collection. Fifteen Grade 2 learners will be randomly selected.
5	Clean and analyze pilot data (Sep 24 – 28, 2018)	Pilot data will be cleaned and analyzed in STATA.

This task will be led by the Senior M&E/EGRA Specialist with the STTA support of the Senior Assessment Specialist (MSI), Senior Psychometrician (MSI), and the Program Manager/Team Leader.

#### **Task 4: Finalize EGRA Instruments**

The team, in conjunction with ECZ, will analyze the results of the pilot data and make any necessary adjustments to the baseline assessment plan (e.g., time allotment, logistics, supervision, coordination). The subtasks and item statistics will guide the revisions of the pilot tools and preparation for the baseline data collection. Tools will not be finalized until all counterparts agree on any modifications to the pilot instruments. The tools must be discussed by the MOGE, ECZ, and USAID prior to validation and approval. The EGRA tools will then be finalized and approved for each of the seven Zambian languages. The EGRA Tools Development task will involve three activities:

#	Activity	Description
---	----------	-------------



<b>1</b>	Use results of pilot data to make any changes to baseline tools (Sep 24 – Oct 5, 2018)	Changes to baseline tools could include: time allotment, logistics, data collection equipment, coordination and communication. In the case of new sub-tasks or additional content such as new oral reading passages, comprehension questions and listening passages reliability and validity checks will be employed.
<b>2</b>	Hold review sessions with MOGE, ECZ, and USAID to discuss tools (Oct 1 – 5, 2018)	Any proposed changes to baseline tools or data collection will be shared with USAID, ECZ and MOGE.
<b>3</b>	Secure approval from MOGE, ECZ, and USAID for use of tools for baseline data collection (Oct 1 – 5, 2018)	Instruments will not be finalized until all counterparts agree on any modifications to the original instruments. Any agreed modifications to the EGRA 2015 instruments will then be adapted for each of the seven Zambian languages.

This task will be led by the Senior M&E/EGRA Specialist with STTA support of the Senior Assessment Specialist (MSI) and Senior Psychometrician (MSI). The task implementation will also involve the Project Manager/Team Leader, Senior Development Specialist/IT Support, and the STTA of the Assessment Specialist (MSI) and Data Specialist (MSI) to finalize the software and server requirements for EGRA data collection.

### **Task 5: Train EGRA Assessors**

The DevTech team will lead the training of MTs, QCOs, and assessors for the EGRA baseline. Training will be based on the materials that were used for the pilot, with revisions. A group of assessors from the pilot training, along with other selected candidates with previous EGRA experience in Zambia, will be trained to become MTs and QCOs in a one-week training. They will train another group of 170 potential assessors over a one-week period. Out of the participants, a final group of 56 QCOs and 112 assessors will conduct the EGRA in the field. This selection will be based on meeting criteria during recruitment. An important criterion for the final selection will be the language of the tools used in the different provinces and districts. In addition, the sample will go through a final review before approval for the baseline, with totals verified so that the correct number of QCOs and assessors per province can be determined. The EGRA Training task will consist of the following six activities:

<b>#</b>	<b>Activity</b>	<b>Description</b>
<b>1</b>	Recruit MTs, QCOs, and assessors for baseline data collection (Sep 3-Oct 5, 2018)	MTs and QCOs will be recruited from local data collectors, university researchers and students and other qualified individuals across the country, if they are not readily available from the MOGE. Assessors will be recruited from university students and education professionals.
<b>2</b>	Prepare materials, including training guide, tools and	The training materials, guide, tools and application will be revised based on the pilot. Any revisions will be completed in close coordination with USAID, ECZ and MOGE.

	application, for baseline data collection (Sep 3 - Oct 5, 2018)	
<b>3</b>	Revise sample of baseline schools based on any changes in planned reading interventions (Sep 24 – Oct 28, 2018)	If any changes are made based off the pilot that affect sampling, then sampling will be recalculated with approval from ECZ and MOGE.
<b>4</b>	Select MTs, QCOs, and assessors for baseline data collection (Oct. 1 – 12, 2018)	Fifty-six QCOs, of which 14 Master Trainers will be recruited for the baseline. These individuals will most likely be drawn from the supervisors/ assessor who conducted the pilot assessment in the different national languages.
<b>5</b>	Train MTs and QCOs for baseline data collection (Oct 15 – 19, 2018)	Personnel from MOGE and ECZ will participate in the training workshops and co-lead decisions. All MTs will have leadership and mentoring roles throughout the assessor training.
<b>6</b>	Train assessors for baseline data collection (Oct 22 – 26, 2018)	The assessors will review the training plan and make necessary modifications. The training guide will establish benchmarks and performance standards for the trainees. They will understand each reading and sub-task to measure it, employing the paper and electronic tools to conduct the assessment, explain the purpose of the assessment, build rapport and request student assent, accurately record data with a tablet and upload data. Each MT will have 14 assessors (by language) to mentor and evaluate.

The training team will consist of the Project Manager/Team Leader, Senior M&E/EGRA Specialist, Senior EGR Specialist, STTA, ECZ specialists, and 14 Master Trainers (MTs). The MTs will train all the assessors. Out of the 170 assessors who participate in the training, 112 will be selected for the 56 teams that will collect data in the field. Many of the MTs will become QCOs during the field data collection, with other QCOs drawn from the participant pool. A total of 56 QCOs will supervise 56 teams of data collectors.

### **Task 6: Conduct EGRA and SSME**

This is a critical task, which was impacted by the pause on project activities in June- July 2018. The expected duration of this task was shortened to 15 working days in order to complete it by the critical deadline of November 30. The preparation schedule for baseline EGRA leaves a single window for data collection in the month of November. Task 5 is expected to be finished on or around October 29, 2018. Zambia school calendar further limits the data collection to the period of November 12 – 30. Schools have 9<sup>th</sup> grade examinations from November 5<sup>th</sup> to 9<sup>th</sup>, and grade 2 students are expected to be dismissed from schools, making them unavailable for EGRA data collection that week. The school year ends on December 7<sup>th</sup>. Schools are expected to have activities for students on the last week of classes, limiting implementation of EGRA.

The 56 data collection teams (8 teams per language), each with 2 assessors and 1 QCO/supervisor will be visiting about 800+ schools (approximately 15 in each of 56 districts) selected for EGRA. Each team will use local transportation, rented car, or cab to get to assigned school(s). Logistical arrangements will be made for a quiet space at the schools for the assessment to take place. The assessment will last from four to eight hours at each school. Teams will work together to assure that all collected data is uploaded into the cloud server following each school visit. The team will monitor the quality of the data as it is uploaded and communicate with the assessors to correct any mistakes that are identified. There are three activities under the EGRA and SSME Data Collection task:

#	Activity	Description
1	Organize logistics for baseline data collection in 800+ schools and 16,400 pupils (Oct 1 – 19, 2018)	The DevTech team will work closely with the Provincial and District Education Offices, along with the ECZ, and MOGE to assign responsibilities for the data collection process. The Provincial and District Education Offices will communicate and coordinate with the schools so that the head teachers and teachers are notified and in agreement with date and time of assessments. Two assessors and one supervisor will conduct the assessment in a quiet space in the school.
2	Collect and monitor baseline EGRA and SSME data (Nov 5 – 30, 2018)	Assessor data will be recorded onto tablets and collection will be monitored by Quality Control Officers who will report daily to the Lusaka HO team. The HO will communicate with the assessors to correct any mistakes that are identified.
3	Produce data file(s) using electronic app and dashboards (Dec 3 – 31, 2018)	DevTech will work with MSI, who has developed an EGRA application based on Tangerine and additional functions that allow EGRA to be administered in multiple languages. Supervisors and assessors will be trained to use the platform to upload data.

The task will be led by the Project Manager/Team Leader and the Senior M&E/EGRA Specialist. They will be supported by the STTA Assessment Specialist (MSI), Senior Education Advisor (DevTech HO), and local Data Quality Assurance STTA. The team will work closely with ECZ, and together they will collaborate with the Provincial and District Education Offices to execute the baseline assessment implementation plan. ECZ personnel will be involved in each stage of the data collection process, and sufficient time will be allotted for on-site induction to ensure that they acquire the capacity to conduct the mid-term EGRA.

### **Task 7: Data Entry and Analysis, and ECZ Capacity Building**

#### *Data Entry and Analysis*

This task includes both activities related to the EGRA implementation, such as data entry and analysis, and the tasks related to the ECZ capacity building. This sub-section discusses only

activities related to EGRA implementation. The activities related to the ECZ capacity building are discussed under task 7 in the following section.

Since the EGRA data collection is assisted by tablets, the data will be transferred to cloud servers on daily basis. The data will be reviewed on daily basis. Once the data collection process is complete, the STTA Data Analysts at DevTech and MSI will remotely prepare the EGRA and SSME data for the statistical analysis and report writing. The team will produce a draft baseline report for the EGRA administered in the seven local languages, the SSME, and a final data set. The final report will be produced and approved by USAID by March 1, 2019 under the next task. The six activities for the EGRA and SSME Data Analysis and Reporting task include:

#	Activity	Description
1	Clean baseline data and finalize baseline analysis data file (Nov 5 – 30, 2018)	Data entry will be transferred to the servers daily. The data on the cloud will be reviewed and the initial data analysis will be conducted daily.
2	Conduct baseline data analysis (Dec 1 - 31 2018)	Baseline data analysis will be completed using SPSS software. The data analysis will be done in collaboration with ECZ experts, and will be coordinated with capacity building efforts by international STTA.
3	Prepare baseline report outlines, background text, and table shells for 7 languages (Jan 1 – 31, 2019)	Report will be produced by DevTech team with reviews from partners MSI and Khulisa.
4	Produce draft baseline EGRA technical reports for 7 languages (Feb 1 - 15, 2019)	Report will be produced by DevTech team with reviews from partners MSI and Khulisa, and shared with ECZ specialist for consultations and capacity building.
5	Prepare baseline data sets and codebooks (Feb 1 – 15, 2019)	The codebooks and datasets will be prepared by the local office in consultation with international data analyst. The datasets and codebooks will be prepared for transfer to Zambia MOGE and to be uploaded to USAID Development Data Library (DDL)
6	Review and submit draft baseline reports and data sets to USAID (Feb-Mar 2019)	The report, datasets and codebooks will be submitted in English to USAID.
7	Make any final revisions to draft baseline reports/data sets and submit to USAID (Mar 1, 2019)	After USAID has reviewed the draft report, data sets and codebooks, a final report will be produced based off USAID feedback and comments. The final report will be submitted March 19, 2019.

The task will be led by the Project Manager/Team Leader with contributions to statistical analysis and report writing done remotely by Senior Technical Advisor, STTA Education Specialist (DevTech), and STTA Assessment Specialist (MSI). STTA Data Analysts at MSI will be involved in data processing and preparing datasets for submission to USAID/DDL.

#	Deliverable	Schedule
5	<b>Baseline EGRA Report in seven local languages and English in grade 2 in the USAID-supported provinces.</b> Should include, at a minimum: an executive summary, an introduction, a description of the sampling and methodology, a presentation of the testing results, a discussion of those results, a series of conclusions and recommendations that can assist in guiding future work, and any relevant appendices.	March 01, 2019 and must be approved by USAID by March 31, 2019
6	<b>Datasets and codebooks.</b> Datasets and codebooks: The Contract is required to provide datasets under the Foreign Assistance Objectives. Datasets and codebooks will include data on student learning outcomes and information needed to estimate the number of unique pupils benefiting from program activities over the life of <i>Let's Read, Zambia</i> .	Shall be transferred to USAID within 90 days of data collection for each EGRA

### *ECZ Capacity Building*

This task also includes special activities to build ECZ capacity. ECZ capacity building will be accomplished through both formal training and through close collaboration with ECZ personnel. Capacity building is envisioned as both (1) Strengthening existing institutional support for EGRA and (2) Assisting with the development of the human capacity development of ECZ staff, including support to build on existing staff experience with EGRA, providing technical trainings, and collaborating with ECZ staff on research topics. This capacity building aligns with Objectives 3 and 4 of ECZ's Strategic Plan 2016-2021, "Enhance Institutional Capacity of ECZ and Its Staff" and "Strengthen the Conduct of Education and Examination-Related Research Development and Information," respectively. The capacity development activities will be developed in close collaboration with ECZ staff in order to ensure that they complement other activities designed to implement the Strategic Plan.

First, institutional support for EGRA in Year I will be accomplished by working closely with ECZ to engage staff in the implementation of baseline EGRA, which will provide the foundation for ECZ to implement approximately 50 percent of the tasks involved in midline EGRA. This transition assumes that ECZ personnel will be available to observe and participate in the implementation of baseline EGRA. ECZ personnel will also contribute to the process of discussion and dissemination of the EGRA baseline report, as well as implementation of the research activities of the project.

Concurrently, the project will support the human capacity development of ECZ staff through both the "on-the-job" training in EGRA activities listed above, as well as targeted training

sessions in the format of in-person workshops, hands-on training, and support remotely. Capacity building activities will build on the experience of ECZ personnel in curriculum-based testing and previous EGRAs in carrying out different types of statistical analyses (such as descriptive and inferential statistics and equating techniques), displaying the data in charts, and interpreting findings. Further training will be provided to address any capacity gaps identified in the assessment of ECZ capacity to conduct and manage all the different aspects of EGRA.

The implementation of capacity-building activities will be detailed further in the Transition Strategy, which will outline the common vision of the MOGE, ECZ, and USAID about what is needed for ECZ to continue implementing EGRA in Zambia. Recognizing that ECZ already has experience implementing EGRA, the DevTech team will conduct an ECZ capacity assessment to determine areas that still need capacity improvement to reliably implement the endline EGRA. The results of the assessment will be used as the baseline for the project M&E indicator and as a starting point for discussion of the Transition Strategy. These results will also determine the capacity building plan for the rest of the project year.

Due to prolonged discussions between USAID and MOGE that resulted in the delay with USAID Education Data Activity, the dialogue with ECZ on development and Submission of Transition Strategy started on July 20, 2018. Because key ECZ staff is engaged in other activities outside of the office until mid-August, the development of the Transition Strategy and work planning for capacity building activities could start only after August 15<sup>th</sup>. DevTech proposed to update the schedule of contractual deliverables to reflect these constraints.

The following activities are planned to implement the capacity building portion of Task 7:

#	Activity	Description
1	Develop and Submit Transition Strategy (Aug 1- Sep 6, 2018)	The activity implementation team will organize workshops and conversations with ECZ, MOGE, and USAID to determine a vision to the sustainable EGRA implementation by ECZ, and strategy to achieve this goal.
2	Develop capacity-building workplan for year 1 (Aug 1 - 25 2018)	The team will work with ECZ and implementing partner to define series of trainings needed to execute the Transition Strategy.
3	Conduct capacity-building workshops and training sessions for MOGE (Aug 2018 - Mar 2019)	The team will work with ECZ to implement trainings based on the designed implementation workplan and will identify opportunities to deploy STTAs traveling to Zambia on other assignments.

The ECZ capacity building activities will be led by the Program Manager/Team Leader with contributions from the DevTech Training Specialist (STTA) and HO Project Manager. Inputs from other project staff and STTAs traveling to Zambia for other tasks will be incorporated into ECZ capacity building when the training schedule is developed.

The deliverables for the ECZ capacity building task include the following:

#	Deliverable	Schedule
4	<b>Transition Strategy.</b> A strategy document which articulates the envisaged transition of functions and responsibilities to the Examinations Council of Zambia. The strategy must include a costed implementation plan for the ECZ to support its implementation of routine, national-scale early grade reading assessment as part of its regular evaluation activities.	September 6, 2018

### **Task 8. Dissemination of EGRA Results**

There are no contractual deliverables expected for this task in Year 1. However, the implementation team will prepare a dissemination plan for communicating and will also engage stakeholders in discussing the preliminary results from the EGRA and SSME baseline. This will help to produce contractual deliverables after EGRA reports are approved early in Year 2. The five activities for the dissemination task will include:

#	Activity	Description
1	Develop dissemination plan and start organizing dissemination workshops (Dec 2018 – Jan 2019)	The DevTech team, ECZ, MOGE, USAID, and Provincial and District Education Office personnel will plan the dissemination of baseline and midline EGRA results at national, provincial, district and zone levels. Three EGRA dissemination workshops will be held at baseline data dissemination and two for midline dissemination.
2	Conduct EGRA baseline preliminary discussion workshops for MOGE, USAID, and donor agencies (Jan - Feb 2019)	EGRA baseline and midline results will be prepared for and presented to USAID staff. A workshop will be held in Lusaka to share results with stakeholders from MOGE, universities, teacher education colleges, and government and non-government counterparts. ECZ will facilitate and co-facilitate sessions with DevTech.
3	Conduct EGRA baseline discussions with Provincial Education Offices (Feb)	EGRA baseline results specific to each district and zone will be shared and discussed among key stakeholders.
4	Make any final revisions to draft baseline reports/data sets and submit to USAID (Feb - Mar 2019)	Any recommendations or input from dissemination workshops and discussions will be considered for the final baseline report.

The task will be led by the Project Manager/Team Leader with preparation and delivery of presentations by the Senior EGR Specialist, Senior M&E/EGRA Specialist, and STTA from DevTech and MSI.

### **Task 9. Research Studies**

Primary Research Studies Activities in Year 1 of the project will consist of working with USAID and MOGE to determine at least four areas of research to pursue, develop specific research



questions, and produce a rigorous research design plan. As identified in the USAID Education Data Activity award, illustrative study topics may include the following:

1. The value-added of students using technology to improve learners' performance;
2. A comparison between the impact of teacher use of tablets (with lesson plans and coaching) and student use of tablets on student learning;
3. Determining the threshold when students should transition from Language One (L1) to Language Two (L2) or from the local languages to English and;
4. Tracking kindergarten students over time to determine the impact of emergent literacy skills interventions (will take place early next year).

Research Studies Activities in Year I will include the following:

#	Activity	Description
1	Conduct workshop to determine research topics and questions (Jul 27, 2018)	The DevTech team will work closely with MOGE and USAID to determine at least four areas of research to pursue. Results from the 2015 baseline EGRA, the newly conducted EGRA, dissemination results and other research and reports will be analyzed to determine and prioritize studies to most effectively inform student performance improvement.
2	Develop research workplan for Year I (Oct 1-30, 2018)	A research workplan will be developed in close coordination with MOGE, USAID and the DevTech team.
3	Develop methodologies and instruments for topics selected for Year I (Nov 1-30, 2018)	It is expected that at least one research topic, determine the impact of emergent literacy skills interventions on kindergarten students, will have developed research questions and methodology in Year I, with implementation taking place in Year 2.
4	Collect research data collection along EGRA (Jan 2019)	Data for research will be collected. Opportunities during EGRA data collection will be explored.
5	Research data analysis and preliminary findings (Jan - Mar 2019)	Analyze data collected and triangulate data to develop research findings. Write and prepare report for key stakeholders at USAID, MOGE and ECZ.

The implementation of the task will be led by the Project Manager/Team Leader, with inputs from the Senior Technical Advisor (DevTech Home Office), and STTA Researcher (Khulisa).

### **Activity Monitoring, Evaluation, and Learning (AMELP)**

Monitoring and evaluation will be implemented according to the AMELP that will be designed during the start-up phase of the project. The implementation of the plan will require monthly collection and analysis of the M&E data, and monthly management actions or plan corrections based on the available information.



The monitoring and evaluation activities will be implemented under the leadership of the Project Manager/Team Leader. The Senior M&E/EGRA Specialist will lead the development of the AMELP and the M&E data collection tools, policies and procedure. The Senior M&E/EGRA Specialist will also provide strategic oversight of periodic data collection and analysis. The Mid-level EGR Specialist will oversee monthly M&E data collection and initial data quality assurance for the M&E data. The HO Project Manager will conduct internal DQAs during annual field visits to determine if data is collected and stored in accordance to the AMELP.

Quality assurance tasks will be implemented continuously according to the final QASP developed during the start-up period. Roles of each project staff member for these tasks will be assigned in the QASP. The Home Office Project Manager will take the lead in designing the QASP in coordination with the Project Manager/Team Leader.

### **Cross-Cutting Elements**

Gender, Environmental Compliance, and Sustainability will be cross-cutting elements that underlie all tasks within the USAID Education Data Activity.

**Gender** equality will be implemented through establishing equal opportunity policies and practices for the project employment and for the trainings. Beyond the project itself, the USAID Education Data Activity will assist *Let's Read, Zambia* in reducing perceived learning gaps along gender and linguistic groups by incorporating gender analysis in the EGRA data collection and in the research activities. EGRA data will be disaggregated by sex, type of school and geographic location to enable the design of gender-aware programming that reduces these gaps.

**Environmental Compliance** will be implemented to ensure that all activities comply with environmental regulations. Including the following policy:

*Program Element 3.2.1 Basic Education involve education, technical assistance or training programs; analyses, studies, academic or research workshops or meetings; document and information transfers; studies, projects or programs intended to develop the capability of intended beneficiaries or local governance structures to engage in development planning; and regulatory policy related activities that have no physical interventions and no direct effects on the environment. Exclusion under 22 CFR 216.2(c)(1)(i) and 22 CFR 216.2(c)(2)(i), (iii), (viii) and (xiv).*

Since USAID Education Data Activity's work falls under categorically exclusion, the project will endeavor to adopt and implement good practices such as the use of less paper during its meetings and workshops (workshop documents/presentations will mainly be shared with participants through emails and CDs). Also, the use of tablets will help to reduce on used paper for disposal. In disposing off office equipment like computers, tablets, office furniture and other materials like paper and plastic, Education Data Activity will develop a proposed disposition plan for USAID's approval elaborating how the different project items will be shared amongst the different units in Ministry of General Education and Examination Council of Zambia. The Project will also follow the Zambia Waste Management laws for disposal of papers, plastics and damaged equipment.

**Sustainability** will be ensured by supporting and expanding the existing institutional and human capacity of the ECZ to independently conduct national early grade reading assessments and provide timely information about student reading competencies. In addition to the specialized trainings implemented under Task 7, the project will consistently involve at least one ECZ and MOGE staff member as a key point of contact and/or team member for each task implemented in Year I of the project.

## **IV. RISKS AND CRITICAL ASSUMPTIONS**

The Year I Work Plan rests on several key assumptions. If these assumptions are not met, the schedule for activities and deliverables may be negatively affected, or significant changes in the approaches to executing certain tasks may be required. DevTech has identified these assumptions in order to mitigate their associated risks.

The key assumptions are as follows:

1. There is mutual understanding and agreement between USAID and GRZ, including MOGE, on the goals, approaches, and general tasks of the USAID Education Data Activity. The first assumption is that there is continued support and will by the MOGE and ECZ to implement this project.
2. EGRA remains a MOGE priority, and ECZ plans to implement EGRA in the future, with ECZ management continuing to prioritize building ECZ capacity to achieve this goal. ECZ capacity-building tasks under the USAID Education Data Activity require close collaboration with ECZ management and staff. These tasks may influence the introduction of changes to ECZ's policies and procedures to strengthen institutional support for EGRA. If this assumption does not hold further, the USAID Education Data Activity may face significant delays in implementation of the ECZ capacity-building tasks.
3. The support by 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 the Grade 2 students in the schools selected for EGRA. The workplan requires cooperation and exchange of information with 5 provincial education offices, and 56 districts. It also requires securing access and cooperation from over 800+ schools. If this cooperation does not flow down from MOGE and ECZ to the provincial and district levels, establishing individual contacts with the districts and the schools to receive individual permission and cooperation agreements will require significantly longer time than currently allocated in the budget and workplan.
4. Natural disasters, political issues, or policy changes should not affect school schedule, ability to travel to Zambia or to travel within the country. If a natural disaster were to occur, the Activity schedule will be modified to reflect new dates based on recovery. Timely execution of USAID Education Data Activity tasks requires both travel of international experts to Zambia, and travel of the project teams within Zambia. Any

events preventing this travel or increasing security risks to travel will adversely affect implementation of the project activities and may lead to delays or revision of the scope of specific tasks. Similarly, any events, including natural disasters, such as cholera outbreak, flooding, etc. that affect the school year calendar either throughout Zambia or in some districts may lead to delays or significant changes to the sampling frame for EGRA in baseline or midline.

Given these assumptions, the DevTech team identified associated risks for mitigation, along with a contingency plan and alternative approaches to implementing tasks should these risks occur. The contingency and mitigation approaches will enable the USAID Education Data Activity tasks to be implemented on the schedule identified in this workplan. The critical risks are as follows:

1. **Further delays to start of EGRA data collection in some districts.** The timing of the baseline EGRA is currently on critical path for implementation of Year 1 activities. It is planned to be conducted in narrow three weeks window during November 12 – 30. According to Zambia school calendar, current school year ends December 7<sup>th</sup>. Unlikely events, such as the cholera outbreak, similar to what happened last year, can push back the school year timeline in some districts. EGRA cannot be conducted until schools are in session. The natural disasters or other unexpected events can also force MOGE to change schedule for examination period, which will overlap with scheduled EGRA activities. During examinations, primary schools may send away non-examination classes, which include Grade 2 learners, due to limited furniture and classroom space. Thus, there is a risk that Grade 2 learners may not be physically present if EGRA implementation overlaps with the examination period.

*Mitigation measures:* If there is delay in a few schools or only several districts are affected, the DevTech team will develop the baseline EGRA schedule to complete EGRA in the schools in first week of December, until December 7<sup>th</sup>. We further assume that the delay will result in delay of the school break in these schools. DevTech may increase number of teams in the districts in order to complete EGRA within a week using the assessors freed from other districts. If, however, the delay results in early end of current school year, the districts will have to be removed from the baseline sample. If the delay results in early end of school year in over 10% of the sample, DevTech will have to work with USAID to agree on alternative data collection at the beginning of the next school year, March – April 2019.

2. **Difficulties with recruiting assessors.** Recruiting 112 qualified assessors with the requisite multiple-language skills and sufficient qualifications and education to conduct EGRA presents a challenge. The common practice of recruiting university students for this role may be difficult, since EGRA is implemented when universities are in session and fewer students may be available. The DevTech team will work with ECZ, to implement best practice from previous EGRA (RTS, TTL and RTI) in recruiting the assessors. However, challenges with assessor recruitment may result in delays with implementation of recruitment trainings or reduction of the assessor to QSO ratio

during EGRA implementation. DevTech team will design the EGRA implementation schedule with this risk in mind, and factor in time to compensate for potential delays in assessor recruitment.

*Mitigation measure:* DevTech will recruit an additional 20 assessors (sampling plan requires 168) to account for attrition and mitigate risks. Government officials may also be considered, since they typically speak the local language, however they must meet the criteria of language fluency, previous experience with assessments and children, proficiency with tablets and data collection. Due to the examination period in first week of November that effects data collection window, current work plan has flexibility to postpone assessor training for one week in order to accommodate a delay with recruiting sufficient number of assessors by original deadline.

## **V. COLLABORATION**

The USAID Education Data Activity, with support from USAID/Zambia, will collaborate with local stakeholders. Collaborating with key stakeholders, mainly the ECZ and MOGE, is essential for several reasons. First, ECZ and MOGE have knowledge and experience with EGRA interventions led by the government. Second, the goal of the government is ownership and sustainability of monitoring early grade reading performance. By working closely with the ECZ and MOGE, the DevTech team can learn from prior interventions and assist with building institutional capacity to track and collect data to improve learning outcomes. The USAID Education Data Activity will integrate collaboration and learning elements as appropriate into all activities. During Year I, the DevTech team will work to establish a structured and accessible flow of knowledge and collaboration across all tasks with Education Data Activity stakeholders.

These stakeholders include, but are not necessarily limited to, the following: MOGE, ECZ, USAID/Zambia, Provincial Education Officers, District Education Board Secretaries (DEBS), the Let's Read Zambia project, and any counterparts as appropriate (e.g., JICA, JPAL, VVOB, etc.).

Collaboration with ECZ and MOGE will be a primary and cross-cutting focus of all Year I tasks and will include discussions with the relevant individuals from each organization to ensure that the Year I tasks support ECZ and MOGE organizational priorities. This includes alignment with the ECZ Strategic Plan (2016-2021) and coordination with the MOGE Headquarters Research Committee, as discussed in Section VI. Opportunities.

## **VI. OPPORTUNITIES**

The DevTech team determined three opportunities to streamline the implementation of USAID Education Data Activity in Year I:

1. ***ECZ Strategic Plan (2016 -2021):*** ECZ has adopted a strategic plan, which outlines EGRA as one of the ECZ priority activities. This presents an opportunity for the USAID

Education Data Activity to adopt the ECZ’s vision for EGRA from the plan as the goal for the Transition Strategy and align ECZ capacity building activities with the ECZ-identified activities in the plan. Alignment with ECZ activities should increase interest of the organization and its staff to collaborate with DevTech. We expect that the project activities will be viewed as supporting ECZ productivity and effectiveness in reaching their internal goal of sustainable EGRA implementation in the country.

2. **ECZ is currently implementing EGRA on the national level:** This presents an opportunity for the DevTech team to observe current ECZ capacity to implement EGRA. We also expect that due to the implementation of other EGRA, there will be increased interest by ECZ staff in capacity building by the project. ECZ staff may be interested to learn new methods that can be immediately applied to the work they are doing on current EGRA, especially related to statistical analysis of the data. Finally, the national EGRA currently being implemented will yield data that can be used for research studies conducted by the DevTech team.
3. **MOGE currently has a Research Committee at HQ:** This committee is tasked to enhance and promote education research activities. The committee presents a natural avenue for collaboration with MOGE on the research studies task and will assist the DevTech team in aligning research priorities with MOGE.

## VII. YEAR ONE SCHEDULE FOR DELIVERABLES AND TECHNICAL PRODUCTS

Per agreement with USAID during the Post-Award briefing, all draft deliverables will be submitted electronically only. Final versions (after TOCOR approval) will be delivered in hard-copy and submitted to DEC in accordance with the terms of the contract.

Deliverable	Due date
<b>Three Year Work Plan-Resubmission*</b>	08/16/18
<b>Annual Work Plan-Resubmission*</b>	08/16/18
<b>Quality Assurance Surveillance Plan</b>	06/08/18
<b>Language Mapping Report-Resubmission*</b>	08/16/18
<b>Sampling Methodology Plan for the Early Grade Reading Assessment- EGRA (Baseline) *</b>	14 days after approval of Annual Work Plan, not earlier than September 5, 2018
<b>Activity Monitoring, Evaluation, and Learning Plan (AMELP)</b>	06/23/18
<b>Education Data Collection Framework for Baseline EGRA*</b>	09/06/18
<b>Transition Strategy</b>	09/10/18
<b>Annual Property Report Year I</b>	07/08/18
<b>Annual Performance Report (APR)</b>	10/30/18
<b>Baseline EGRA data collection completed</b>	11/30/18
<b>Baseline EGRA Report in seven local languages and English in grade 2 in the USAID-supported provinces.</b>	03/01/19

**\*NOTE:** Due dates have been modified according to the Updated Schedule for Deliverables and Technical Products submitted on August 24, 2018 to USAID for review.

## ANNEX A: YEAR ONE WORK PLAN GANTT CHART

USAID Education Data Activity Draft Annual Work Plan: Year I (2018-2019)															
Tasks	Activities	Products/Outputs	Integration/ Collaboration	Milestones (contractual deliverables highlighted)	2018							2019			
					Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb
<b>Administrative and Project Management Tasks</b>															
<b>Project Start-Up &amp; Implementation</b>	Hold project kick-off/initial consultation with COR	Preparations for project	USAID & DevTech HO & Lusaka	Award											
	Hold kick off meeting(s) in Washington & Lusaka	Project operations	USAID & DevTech HO & Lusaka	Project kick-off											
	Develop Annual Work Plan	Final Year I Work Plan	USAID, DevTech HO & Lusaka	Year I Annual Work Plan		D			D						D
	Develop Final Three-Year Work Plan	Three Year Work Plan finalized	MOGE, ECZ, USAID, DevTech HO & Lusaka	Three Year Work Plan		D			D						
	Develop Final Quality Assurance Surveillance Plan (QASP)	QASP developed	MOGE, ECZ, USAID, DevTech HO & Lusaka	QASP			D								
	Develop Activity Monitoring, Evaluation, and Learning Plan (AMELP)	AMELP developed	USAID, DevTech HO & Lusaka	AMELP			D		D						





	Activity 4: Create a comprehensive database and submit language mapping report (Jun)	Findings documented	DevTech, ECZ, MOGE-Planning	Language mapping report															
	Activity 5: Resubmission of Report (Aug)	Findings documented	DevTech, ECZ, MOGE-Planning	Language mapping report						D									
<b>Task 2: Complete preparation for the EGRA</b>	Activity 1: Develop a detailed implementation plan for conducting EGRA and SSME baseline (Aug)	Development of implementation plan	DevTech, ECZ, MOGE-Planning, MOGE-Standards	Baseline implementation plan															
	Activity 2: Develop a sampling framework based on a school list and language mapping report (Jul-Aug)	Design of sampling methodology	DevTech, ECZ, MOGE-Planning, MOGE-Standards	Sampling procedures and framework							D								
	Activity 3: Adapt the content framework to align with planned reading interventions (Aug)	Analysis of planned reading interventions completed	DevTech, ECZ, MOGE-Planning, MOGE-Standards	Content framework															
	Activity 4: Develop a plan for recruiting and training master trainers (MTs), QCOs, and assessors (Sep-Oct)	Development of recruiting/training plan for MTs, QCOs, and assessors	DevTech, ECZ	Recruitment and training plan															
	Activity 5: Hold tools development workshop to develop new subtasks with MOGE, ECZ, and USAID (Aug)	Development of EGRA subtasks for baseline completed	DevTech, ECZ, MOGE-Standards	Subtasks															
	Activity 6: Construct tools based on new and existing EGRA subtasks, along with SSME (Aug)	Construction of tools for piloting in 7 languages	DevTech, ECZ, MOGE-Standards	Pilot tools															
	Activity 7: Procure tablets and finalize the data collection application (Aug-Sep)	Procurement of tables and development of application	DevTech, ECZ	Tablets and application															

	Activity 8: Initiate Institutional Review Board (IRB) approval process and secure approval or exemption (Aug-Sep)	Application for IRB approval (or exemption)	DevTech, ECZ	IRB approval														
	Activity 9: Conduct preliminary selection of sampled schools from the framework (Aug)	Preliminary selection of 1,080 sampled schools	DevTech, ECZ, MOGE-Planning, MOGE-Standards	Preliminary sampled baseline schools (1,080)														
	Activity 10: Submit the Implementation Plan and Sampling Methodology for the baseline (Sep)	Finalization of implementation plan and sampling methodology	DevTech, ECZ, MOGE-Planning, MOGE-Standards	Implementation plan and sampling methodology							D							
<b>Task 3: Complete pilot assessment</b>	Activity 1: Select pilot schools and organize logistics (Sep)	Selection of 15 pilot schools and organization of logistics	DevTech, ECZ	Selected pilot schools (15) and logistics														
	Activity 2: Prepare materials, including training guide, tools, and electronic data application (Sep)	Preparation of pilot materials and application	DevTech, ECZ	Pilot materials and application														
	Activity 3: Select and train pilot assessors (Aug-Sep)	Selection and training of 14 pilot assessors, i.e., 2 per language	DevTech, ECZ	Selected and trained pilot assessors														
	Activity 4: Conduct pilot assessment and SSME at 15 schools in 7 languages (Sep)	Collection of pilot data	DevTech, ECZ	Pilot data collection														
	Activity 5: Clean and analyze pilot data (Sep)	Cleaning and analysis of pilot data	DevTech, ECZ	Pilot data analysis														
<b>Task 4: Finalize EGRA instruments</b>	Activity 1: Use results of pilot data to make any changes to baseline tools (Sep-Oct)	Revision of pilot instruments in 7 languages	DevTech, ECZ, MOGE-Standards	Revised pilot tools														

	Activity 2: Hold review sessions with MOGE, ECZ, and USAID to discuss tools (Oct)	Review of pilot instruments	DevTech, ECZ, MOGE-Standards	Baseline tools review sessions													
	Activity 3: Secure approval from MOGE, ECZ, and USAID for use of tools for baseline data collection (Oct)	Approval of pilot instruments for baseline data collection	DevTech, ECZ, MOGE-Standards	Baseline tools													
<b>Task 5: Train EGRA Assessors</b>	Activity 1: Recruit MTs, QCOs, and assessors for baseline data collection (Sep-Oct)	Recruitment of baseline MTs, QCOs, and assessors	DevTech, ECZ	Recruited MT, QCO, and assessor													
	Activity 2: Prepare materials, including training guide, tools and application, for baseline data collection (Sep-Oct)	Preparation of baseline materials and application	DevTech, ECZ, MOGE-Standards	Baseline materials and application													
	Activity 3: Revise sample of baseline schools based on any changes in planned reading interventions (Sep-Oct)	Revision of baseline sample	DevTech, ECZ, MOGE-Planning, MOGE-Standards	Revised baseline sampled schools (n = 1,080)													
	Activity 4: Select MTs, QCOs, and assessors for baseline data collection (Sep-Oct)	Selection of baseline MTs (14), QCOs (27), and assessors (170)	DevTech, ECZ, MOGE-Standards	Selected baseline MTs, QCOs, and assessors													
	Activity 5: Train MTs and QCOs for baseline data collection (Oct)	Training of baseline MTs and QCOs	DevTech, ECZ, MOGE-Standards	Trained baseline MTs (14) and QCOs (27)													
	Activity 6: Train assessors for baseline data collection (Oct)	Training and final selection of baseline assessors (112)	DevTech, ECZ, MOGE-Standards	Trained baseline assessors (112)													
<b>Task 6: Conduct EGRAs</b>	Activity 1: Organize logistics for baseline data collection in 1,062 schools and 21,600 pupils (Oct)	Organization of logistics for baseline data collection	DevTech, ECZ	Baseline logistics													
	Activity 2: Collect and monitor baseline EGRA and SSME data (Nov)	Collection and monitoring of baseline EGRA and SSME data	DevTech, ECZ	Collected baseline data													D

	Activity 3: Produce data file(s) using electronic app and dashboards (Dec)	Production of data file(s)	DevTech, ECZ	Preliminary baseline data file														
<b>Task 7: Complete data entry, analysis, and build ECZ's capacity</b>	Activity 1: Clean baseline data and finalize baseline analysis data file (Nov-Dec)	Cleaning and finalization of baseline data file	DevTech, ECZ	Final baseline data file														
	Activity 2: Conduct baseline data analysis (Dec)	Analyzing baseline data	DevTech, ECZ	Baseline data analysis														
	Activity 3: Prepare baseline report outlines, background text, and table shells for 7 languages (Jan)	Preparation of baseline report outlines, text, and table shells	DevTech, ECZ	Baseline report outlines, text, and table shells														
	Activity 4: Produce draft baseline EGRA technical reports for 7 languages (Feb)	Production of baseline reports for 7 languages	DevTech, ECZ	Draft baseline reports														
	Activity 5: Prepare baseline data sets and codebooks for 7 languages (Feb)	Preparation of baseline data sets and codebooks for 7 languages	DevTech, ECZ	Baseline data sets and codebooks														
	Activity 6: Review and submit draft baseline reports and data sets to USAID (Feb-Mar)	Review and submission of baseline reports and data sets	DevTech, ECZ	Provide draft discussion baseline reports														
	Activity 7: Make any final revisions to draft baseline reports/data sets and submit to USAID (Mar)	Revision and submission of reports and data sets	DevTech, ECZ	<b>Final baseline reports and data sets</b>														<b>D</b>

Research, communication, and capacity building															
<b>Task 7: Complete data entry, analysis, and build ECZ's capacity</b>	Activity 1: Develop and Submit Transition Strategy (Aug-Sep)	Strategy for institutionalizing activities in MOE & ECZ developed	MOGE, ECZ, USAID, DevTech HO & Lusaka	Transition Strategy											
	Activity 2: Develop capacity-building Work Plan for year I (Aug)	Capacity-building scheduled and agreed with ECZ	DevTech, ECZ, MOGE-Planning, MOGE-Standards	Capacity-building Work Plan for Year I											
	Activity 3: Conduct capacity-building workshops and training sessions for MOGE (Aug-Mar)	Conducting capacity-building	DevTech, ECZ, MOGE-Planning, MOGE-Standards	Capacity-building											
<b>Task 8: Disseminate EGRA results to key stakeholders</b>	Activity 1: Develop dissemination plan and organize dissemination workshops (Dec-Jan)	Development of dissemination plan and organization of workshops	DevTech, ECZ, MOGE-Planning, MOGE-Standards	Dissemination plan											
	Activity 2: Conduct EGRA baseline preliminary discussion workshops for MOGE, USAID, and donor agencies (Jan-Feb)	Conducting baseline dissemination workshops (central)	DevTech, ECZ, MOGE-Planning, MOGE-Standards	Workshop											
	Activity 3: Conduct EGRA baseline discussions with Provincial Education Offices (Feb)	Conducting baseline dissemination workshops (provinces)	DevTech, ECZ, MOGE-Planning, MOGE-Standards	Workshops											
	Activity 4: Make any final revisions to draft baseline reports/data sets and submit to USAID (Feb-Mar)	Revision and submission of reports and data sets	DevTech, ECZ	Final baseline reports and data sets											
<b>Task 9: Research Studies</b>	Activity 1: Conduct workshop to determine research topics and questions (Jul)	Proposals for research	DevTech, ECZ, MOGE-Planning, MOGE-Standards	Workshop											

	Activity 2: Develop research Work Plan for Year 1 (Oct)	Research activities agreed with USAID and ECZ	DevTech, ECZ, MOGE-Planning, MOGE-Standards	Research Work Plan														
	Activity 3: Develop methodologies and instruments for topics selected for Year 1 (Nov)	Research methodologies, including draft instruments, for the research starting in Year 1	DevTech, ECZ, MOGE-Planning, MOGE-Standards	Methodologies for 1 - 4 researches														
	Activity 4: Incorporate research data collection along EGRA (Jan 2019)	Research data to be collected	DevTech, ECZ, MOGE-Planning, MOGE-Standards	Baseline research data														
	Activity 5: Research data analysis and preliminary findings (Jan - Mar)	Research data cleaned and analyzed	DevTech, ECZ, MOGE-Planning, MOGE-Standards	Draft preliminary study reports														

## ANNEX B. LANGUAGE MAPPING QUESTIONNAIRE

### INTERVIEW QUESTIONS

<b>Province:</b>			
<b>District:</b>			
<b>Zone:</b>			
<b>School:</b>		<b>ECCDE (Tick):</b>	
<b>EMIS#:</b>			
<b>Name(s) of respondents (s):</b>		<b>Position (s):</b>	<b>M/F</b>
<b>Name of Interviewer</b>			
<b>Date of Interview</b>			

**Instructions:**

1. Pay courtesy call on Provincial Education Officer to introduce yourself and explain the task.
2. At the province, district, zone or school request for officers or teachers whom you can interview about local languages.
3. Introduce yourself to the interviewees and explain the task and why it is important
4. Assure interviewees about confidentiality of information they will give and anonymity and seek their consent.
5. Listen attentively and write their responses. Ask questions to prompt them.
6. Ask for a list of primary schools with EMIS numbers and a list of schools offering Early Childhood Education.
7. Thank the interviewees.

**Questions:**

1. What is the official language of instruction from Grades 1-4 in school(s)?  
 1. Cinyanja    2. Chitonga    3. Icibemba    4. Kiikaonde    5. Lunda    6. Luvale    7. Silozi  
 8. Other (Specify:..... *(mark all that apply)*)
  
2. Apart from the GRZ designated language (s) of instruction, what are the two most commonly languages used for communication in the  
  
Province .....
- District .....

3. How do you rate the ability of Grade 2 teachers to read and write in local language used for reading instruction?  
5)  Excellent   4). Very good   3).  Good   2).  Fair   1).  Poor
4. Are there schools that use a local language of reading instruction different from the GRZ designated language?  
1).  Yes   2).  No.
5. If yes to 4. How many? .....
6. Ask for a list of primary schools with EMIS codes. Let them identify schools that use different languages apart from the GRZ designated languages.
7. On the same list indicate schools that offer Early Childhood Education.

**Thank the respondents.**



*This page is intentionally left blank.*

*For more information, contact:*

Oleksandr Rohozynsky, Senior Technical Advisor

DevTech Systems, Inc.

1700 North Moore St.

Suite 1720

Arlington, Virginia 22209

703-312-6038

[www.devtechsys.com](http://www.devtechsys.com)