USAID | **ZAMBIA**
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Quarterly Performance Report
Fiscal Year 2019 Quarter 2 – January 01, 2019 to March 31, 2019

Submission Date: April 12, 2019

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

Contract/Agreement Period: April 9, 2018 to October 08, 2021
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1. ACTIVITY OVERVIEW

Program Name	USAID Education Data Activity
Activity Start Date and End Date	April 9, 2018 to October 08, 2021
Name of Prime Implementing Partner	DevTech Systems, Inc.
Contract/Agreement Number	72061118C00005
Name of Subcontractors/ Sub awardees	Management Systems International (MSI) Khulisa Management Services (Pty) Ltd
Major Counterpart Organizations	Ministry of General Education (MOGE) Examinations Council of Zambia (ECZ)
Activity Goal	Provide distinct assessment, data management, and research and evaluation services to monitor and track the progress of USAID's *Let's Read Project* bilateral activity.
Activity Objectives	• To complete 2 large scale EGRAs (baseline in 2018 and Midline in 2020) • Strengthen the capacity of ECZ to independently conduct EGRA in the future to inform policy level decisions aimed at improving learning outcomes • Conduct research on topics agreed upon with USAID and in collaboration with MoGE
Geographic Coverage	The target population comprise 4,250 schools, in 425 zones, 56 districts in 5 targeted provinces; North Western, Western, Eastern, Muchinga and Southern.
Target Beneficiaries	Grade 2 learners and ECZ staff
Reporting Period	January 1 to March 31, 2019
Planned LOP Funding ($):	$5,839,206

2. ACTIVITY IMPLEMENTATION PROGRESS

This quarterly report presents USAID Zambia Education Data Activity performance progress covering the period from January 1, 2019 to March 31st, 2019. The performance report incorporates major accomplishments by the project in collaboration with MoGE/ECZ. The report is organized according to the nine tasks that are contracted under the Activity.

2.1 Key Highlights Summary

During the reporting period, January to March 2019, the Education Data activity's major accomplishments related to contracted tasks include:

Periodic Progress Reports. Education Data activity submitted the Quarter 1 Quarterly Performance Report for October – December 2018 to USAID/Zambia on January 15th. In addition, the Quarter 1 Financial Report was submitted on January 30, 2019 and Education Data activity accruals were submitted on January 30, 2019.

EGRA Data Collection Framework Report. Based on feedback and guidance from USAID/Zambia, the Education Data activity revised the *EGRA Framework: Toolkit for the Early Grade Reading Assessment Adapted for Zambia* based on lessons learned from the baseline data collection. The second draft was submitted to USAID/Zambia on March 13, 2019 for approval.

EGRA Baseline Report: Between January and March 2019, Education Data activity carefully cleaned and analyzed the Baseline EGRA and Snapshot of School Management Effectiveness (SSME) data. A virtual preliminary presentation of the Baseline EGRA results was held with USAID on January 31, 2019. Education Data activity submitted the first draft of the EGRA Baseline report to USAID on March 1, 2019. Based on USAID/Zambia's feedback, Education Data activity revised the EGRA Baseline report and resubmitted it to USAID on March 29, 2019.

Oral Language Module Data. Personal Unidentified File data and the accompanying data dictionary for the Oral Language Module (OLM) were shared with Dexis Consulting Group on February 7, 2019. Dexis requested additional data on the EGRA scores of the learners who were also assessed using the OLM. Education Data activity provided this additional data to Dexis on March 15, 2019.

Capacity Building of ECZ. Education Data activity submitted the second draft of the Transition Strategy to USAID in February 6, 2019. USAID/Zambia provided additional feedback on March 1, 2019, that included holding consultations with ECZ. Based on this feedback, Francis Sampa, PM of Education Data activity held discussions with ECZ on March 20, 2019 to solicit their input. During this meeting, Education Data activity presented the results of the gap analysis carried out to develop the transition strategy, discussed roles and responsibilities for the Midline in 2020 as well as potential areas for ECZ skills training workshops. Further discussions between USAID Education Data Activity, USAID and ECZ will take place next quarter to finetune the topics and the timeline for ECZ skills training workshops.

2.2 Implementation Status Table

The table below provides a summary as well as status of activities for each contracted task that took place between January and March 2019.

Planned Quarter 2: Work Plan Activities	Achievement Status	Implementation Issues	Actions for Next Quarter
Task 1: Language Mapping			
1.1 Language Mapping Report (Deliverable)	**Complete:** Education Data activity submitted the Language Mapping report to the DEC on February 6, 2019. The report can be accessed via the following link: https://pdf.usaid.gov/pdf_docs/PA00THW7.pdf	None	None
Task 2: Complete preparation for the EGRA			
This was completed for the baseline EGRA in September 2018			
Task 3: Pilot assessment			
This was completed for the baseline EGRA in September 2018			
Task 4: Finalize EGRA instruments			
This was completed for the baseline EGRA in October 2018			
Task 5: Train EGRA assessors			
This was completed for the baseline EGRA in October 2018			
Task 6: Conduct EGRAs			
EGRA Framework: Toolkit for the Early Grade Reading Assessment Adapted for Zambia (Deliverable)	**Incomplete:** The EGRA Framework Toolkit was revised based on lessons learned from the baseline data collection and it was submitted for USAID/Zambia approval on March 13, 2019.	None	Once approved, Education Data activity will upload the EGRA Framework to the DEC.
Task 7: Complete data entry, analysis, and build ECZ's capacity			
7.1 Data cleaning and preparation for analysis	**Completed:** Began on December 5 and was finished on December 31, 2019.	None	None
7.2 Conduct baseline data analysis	**Complete:** Baseline EGRA data analysis was completed in March 2019. Submission of the data to the DDL is planned for next quarter.	None	None

7.3 Prepare baseline report outline	**Complete:** Education Data activity submitted the baseline EGRA report outline to USAID for review and feedback on February 7, 2019. USAID provided feedback to Education Data activity on February 12, 2019. The feedback provided was integrated into the first draft Baseline EGRA report.	None	None
Preliminary presentation of Baseline EGRA results	**Complete:** Virtually presented to USAID/Zambia on January 31, 2019.	None	None
7.4 Baseline EGRA report (Deliverable)	**Incomplete:** The first draft of the Baseline EGRA report was submitted to USAID/Zambia on March 1, 2019. Based on feedback received from USAID on March 15, 2019, Education data activity revised and resubmitted the report on March 29, 2019.		Once approved, the Baseline EGRA report will be uploaded to the DEC.
7.5 Baseline EGRA data and codebooks (Deliverable)	**Incomplete:** Most of the Baseline EGRA data analysis was completed in March 2019.		Submission of the data and codebook to the DDL on or before May 4, 2019.
7.6 Oral Language Module Data (Deliverable)	**Complete:** PUF data and dictionary were submitted to Dexis Consulting Group on February 7, 2019. Dexis further requested EGRA scores data also, which Education Data activity sent to Dexis on March 15, 2019.	Education Data activity informed Dexis and USAID in December 2018 that data could be delivered after EGRA baseline draft submission in March. But, Dexis wanted it sooner to analyze data and prepare their presentation for CIES conference in April. They also wanted EGRA data to conduct further analysis.	None
7.7 Transition Strategy (Deliverable)	**Incomplete:** The second draft of the Transition Strategy was submitted to USAID/Zambia on February 6th, 2019.	In order to complete the strategy report,	Based on USAID feedback, Education data

	USAID provided additional feedback on March 1st, 2019. To solicit further input from ECZ, Education Data activity held discussions with ECZ on March 20th, 2019.	further discussions with USAID and ECZ are needed to develop a clear plan for skills building workshops for ECZ and engage with them at midline.	activity will revise and resubmit the Transition Strategy for approval during the next quarter.
Task 8: Disseminate EGRA results to key stakeholders			
8.1 Develop dissemination plan	**Incomplete:** Education Data activity started developing a preliminary draft of a dissemination plan with invitees and a tentative timeline for dissemination workshops to take place in May and June 2019.	The plan will be shared with USAID and discussed to carry out the task in May – June, 2019.	Education Data activity intends to finalize the dissemination plan in April.
Task 9: Conduct Research Studies			
9.1 Conduct Research Topic Workshop with MoGE.	An initial research topic workshop with MoGE was completed in July 2018.		
9.2 Develop Research Study 1	**Incomplete:** Education Data activity developed a research outline for examining the role of ECE, which was submitted to USAID for feedback on December 20, 2018.		Further discussions will be held with USAID and Let's Read project to initiate the study.

2.3 Management and Administrative Issues

The Program Manager/Team Lead (PM/TL) established regular communication with the Education Data activity Task Order Contracting Officer Representative (TOCOR) through weekly meetings held at the project office. The PM/TL also maintained frequent communication with the Home Office (HO) through weekly Skype calls.

QCO and Assessor Compensation. The Project Director, Project Manager and the Director of Contracts and Grants at the DevTech Head Quarters held a call with the Contracting Officer (CO), and TOCOR on January 24, 2019 to discuss DevTech Systems' compensation for QCOs and Assessors during the Baseline EGRA data collection. As a result of this discussion, Education Data activity staff contacted all 170 QCOs and assessors in early February to provide additional information regarding compensation. In addition, Education Data activity staff set up an email address, (ombudsman@devtechsys.com), to allow QCOs and assessors an

opportunity to ask questions or raise concerns. During February, HO staff assessed all the claims that were received through emails, and also called 48 QCOs and assessors to verify their payments. As a result, additional compensation was provided to three data collectors who stayed in the field for additional days. An internal compliance report was submitted to the CO on March 11, 2019.

Contract Modification. The Education Data activity presented a request for contract modification to the TOCO for consideration on March 6, 2019. The modification request included request for budget reallocation, some changes in scope of work related to description of tasks and timeline for deliverables. Education Data activity is awaiting feedback and approval from USAID/Zambia to finalize the contract modification.

Staff Restructuring. Education Data activity conducted several internal reviews in December 2018 to identify issues and improve the implementation of activities for the remaining contract years/period. The review indicated a need for staff restructuring at the local office in Lusaka. An initial written plan was submitted to USAID on February 5, 2019. USAID had no-objection to the restructuring plan. As part of the restructuring plan three local staff – two senior EGRA/M&E specialists and one mid-level Early Grade Reading specialist - were disengaged by March 25 from the Activity. To provide both support on the employee disengagement and internal human resource (HR) training, DevTech Systems HR representative, Dominic Ofunne, traveled to Lusaka from March 18, 2019 until March 26, 2019. In addition, Ed Rose, Controller of Finance from DevTech Systems HO, visited the Education Data activity office in Lusaka from March 25 to March 29, 2019 to conduct an internal audit and provide internal financial training to local staff. Both trips were financed by DevTech Systems.

During the reporting period at HO, Rebecca Westbrook was included into the Education Data activity as a Senior Program Associate to provide both technical and program management support. Education Data activity plans to hire a Deputy Chief of Party for the local office in Lusaka in the next quarter to support the Dr. Francis Sampa, PM for the Activity. DevTech has placed advertisement for the position, and is receiving several applications to review and interview by April/ early May of 2019.

2.4 Monitoring, Evaluation, and Learning Plan Update

USAID/Zambia provided feedback to Education Data activity on the AMELP report and PIRS on January 3, 2019. Based on that feedback, Education Data activity revised the AMELP report and PIRS and resubmitted them to USAID/Zambia on January 25, 2019. USAID/Zambia approved both the AMELP report and PIRS on February 4, 2019. Subsequentially, Education Data activity uploaded these documents to the DEC on February 7, 2019. The AMELP report can be accessed on the DEC via the following link: https://pdf.usaid.gov/pdf_docs/PA00THW6.pdf.

A few highlights of practices of collaboration, learning and adaptive management (CLA) undertaken by Education Data activity during this reporting period are:

Collaboration. Education Data activity collaboration with various stakeholders in education in Zambia are reported under Section 3, Stakeholder Engagement.

Learning. Several Education Data activities related to learning took place during this reporting period.

1. Education Data activity analyzed the Baseline EGRA data during this reporting period, which will serve as the Baseline to assess changes under the Let's Read Project as well as provide data to inform MoGE decision making. The baseline results indicate that overall, as per the definition of Education Service Indicator 1.1, a total of 10.2 percent of Grade 2 learners demonstrated both reading fluency and comprehension of grade level text; while 11.84 percent of girls demonstrated proficiency, 8.52 percent of boys demonstrated it. Also, only 8.10 percent of learners met the minimum proficiency levels set by MoGE in 2014 for all three subtasks of non-word reading, oral reading fluency and reading comprehension, indicating that about a quarter of the Let's Read project's 2020 target of 40 percent is met at baseline. In addition, several important factors such as learners having more practice reading at school and home; teachers using evidenced-based instructional practices in reading and providing positive feedback to learners when they do well; availability of reading materials to learners at school and in school libraries and used by them; and supportive home and family environment are identified as significant predictors of higher oral language fluency. The context-specific learning of these factors will provide valuable information to inform the Let's Read Project's programmatic activities.
2. Education Data activity documented lessons learned and best practices from the baseline EGRA data collection in the *EGRA Framework: Toolkit Adapted for Zambia*. Once approved by USAID, this toolkit will be shared with stakeholders to ensure that future implementations of EGRAs in Zambia can benefit from the lessons learned under Education Data activity at Baseline.
3. Education data activity used data from an online survey and key informant interviews with staff from ECZ and MoGE to assess their current skills and resources to conduct large-scale EGRAs. Education Data activity presented the results of this gap analysis to ECZ and MoGE on March 20, 2019, to ensure that discussions on both the roles and responsibilities for the Midline in 2020 as well as the areas to target with ECZ skills training were data-driven. In addition, the results could be utilized by the MoGE and ECZ to inform future professional development trainings for their staff.
4. During the discussions with ECZ on March 20, ECZ appreciated that they were initially involved in the Baseline adaptation workshop, Tool Validation workshop, although only a few could attend the QCO and Assessor training due to some unexpected commitments. ECZ accepted that they had been invited by the Activity for QCO and Assessor trainings, but they had a crisis at that time concerning examinations and the Permanent Secretary wanted them to work to solve it. As a result, many ECZ officers were in the field and could not attend the training. However, ECZ expressed concern that none of its staff were involved in monitoring during the EGRA Baseline as they hoped to learn more about the tablets. ECZ was informed by the Activity that they could participate in monitoring if they financed their own DSAs. Education Data learned a lesson that in the future, clear communication and agreement with ECZ during the

planning of the EGRA is needed on roles and responsibilities, and that in order for field-based monitoring to be effective it is vital that ECZ staff participate in QCO and assessor training to understand the specific monitoring protocols conducted under Education Data activity. Both ECZ and Education Data activity agreed to strengthen their partnership and collaboration in future activities.

Adapting. Several technical and management decisions undertaken during this reporting period reflect CLA's adaptive management. These include:

1. Education Data activity carefully reflected and held discussions on the human resource needs of the project based on the Work plan and in relation to current employees' skills. As a result, Education Data activity decided that staff restructuring and a contract modification was needed to increase its effectiveness. Given the specific technical skills required for future capacity-building events, Education Data activity dis-engaged three local staff, allocated additional funds for Short Term Technical Assistance (STTA) and plans to hire a Deputy Chief of Party to fill these gaps.
2. DevTech Systems sent Ed Rose, Controller of finance, to the Education Data activity office in Lusaka from March 25 to March 29, 2019 to provide internal financial training to local staff to streamline records and reporting procedures.
3. Education Data activity is also exploring partnerships with Zambian Universities to find local human resources to support capacity-building activities.
4. Based on the lessons learned during baseline data collection, Education Data activity plans to hire a survey firm to help improve the data collection logistics for the Midline in 2020 as well as to support data collection related to the research studies.
5. Education Data activity received additional questions from assessors and QCOs regarding compensation for data collection. Based on this feedback, the Education Data activity will revise its contract for assessors and QCOs to ensure the terms of compensation are clearly articulated in order to prevent any areas of confusion in future data collection under the Activity.

3. STAKEHOLDER INVOLVEMENT

A key component of the USAID Education Data activity is engaging the GRZ and other key stakeholders in education to promote sustainability, and ensure alignment of activities. The Education Data activity held and participated in several meetings and discussions to support stakeholder involvement. They are discussed in the sections that follow.

3.1 Inter-Activity Collaboration

In order to foster collaboration between both Let's Read project and Education Data activity, the PM, Dr. Francis Sampa, held a meeting with Let's Read Project on March 26, 2019 to discuss opportunities for collaboration to disseminate the Baseline EGRA report. Let's Read Project plans to conduct several training sessions with teachers and other key stakeholders that could serve as an opportunity for Education Data activity to disseminate the Baseline EGRA results at the provincial, district and zonal levels. Once the Baseline EGRA report is finalized

and approved by USAID/Zambia, Education Data activity will initiate further discussions with Let's Read Project. Let's Read Project also provided a list of suggested staff to attend the Baseline EGRA report dissemination event to be held in Lusaka tentatively in May 2019.

3.2 Education Sector Participation

During this reporting period, Education Data activity supported stakeholder involvement through three activities; (1) participation in two Project Coordinating Committee (PCC) meetings and; (2) the organization of a meeting with ECZ. Representatives from the MoGE, ECZ, other donors and non-governmental organizations attended these activities and provided Education Data activity with an opportunity to share its purpose, main objectives and activities.

1. On January 2, 2019, PM of Education Data activity attended a Teacher Training Sub-committee meeting of the project coordinating committee. The subcommittee meeting was focused around a presentation of best practices related to creating child friendly schools.

2. On February 27, 2019, PM of Education Data attended a Project Coordinating Committee (PCC) meeting. During this meeting, the committee shared that both the revised Education Policy and Education Act have been validated and are awaiting submission to the cabinet. UNESCO also presented the recently completed Professional Standards for Teachers.

3. Based on feedback from USAID/Zambia on the second draft of the Transition Strategy, PM of the Education Data activity along with the TOCOR held a consultative meeting with ECZ on March 20, 2019. 16 representatives (13 males and 3 females) from ECZ, USAID, and Education Data activity participated in the meeting. During this meeting, Education Data activity shared the results of the gap analysis of ECZ skills and resources to implement large scale EGRAs. In addition, the roles and responsibilities during the Midline in 2020 and proposed topics for skills development were also discussed. As a result of the meeting, a committee comprised of 10 ECZ staff (1 female and 9 males) was agreed to be formed to collaborate on future Education Data activities, including preparations for the Midline in 2020.

4. CROSSCUTTING ISSUES AND PRIORITIES

During this reporting period, the following cross cutting issues were considered in the implementation of Education Data activities:

4.1 Gender Equality and Female Empowerment

During the quarter, inclusion of equal opportunity for both male and female was considered in planning and implementation of activities. For instance, both men and women were encouraged to participate in the ECZ/Education Data activity consultative meeting held on March 20, 2019 and the composition of committee members. In addition, all Education Data activities present disaggregated data based on self-identified gender status.

4.2 Environmental Compliance

A categorical exclusion has been assigned for the Intermediate Result (IR3.1), Educational Achievement in Reading Improved, which applies to the Education Data activity contract. Nonetheless, the USAID Education Data activity team ensured all activities conducted during the reporting period did not negatively impact the environment. The Education Data activity does not partner with or procure from organizations and/or companies that engage in environmental degradation. The Education Data activity team regularly checks project deliverables and communication materials to ensure that information sharing does not promote practices that would negatively impact the environment, and that the information sharing sessions themselves have negligible impact on the environment. For instance, the Education Data activity primarily uses electronic communication to minimize the use of paper and ink.

4.3 Science, Technology, and Innovation

During a PCC meeting held on February 27, 2019, PM of Education Data activity joined the Information and Communications Technology (ICT) sub-committee. This subcommittee serves as a learning platform where the MoGE and other stakeholders are able to share about their use of ICT to collect and monitor learning data from schools. Education Data activity hopes to be able to contribute its learning from the Baseline EGRA data collection and its other activities in future meetings.

4.4 Sustainability

In order to promote sustainability, USAID Education Data activity works closely with ECZ, MoGE, and other stakeholders. During this quarter, Education Data activity and ECZ formed a consultative committee to support the planning and preparation for skills training as well as the Midline EGRA in 2020. Education Data activity expects that the committee will ensure that decisions are both collaborative, feasible and demand-driven to ensure that they lead to sustainability. As part of this process, ECZ identified several staff that are new at ECZ and who are not familiar with EGRA. ECZ would like to include these individuals in Education Data activity skills development workshops to enable them to support the future implementation of EGRAs.

4.5 Journey to Self-Reliance

USAID's Journey to Self-Reliance Country Roadmaps measure country progress across dimensions of commitment and capacity. Several primary indicators relate to Education Data activity's objectives, including education quality, the quality of public services and the quality of policy formation and implementation. Education quality is measured as the percent of learners that reach minimum proficiency in reading by the end of primary school, and according to Zambia's FY2019 Roadmap, 4 percent of learners in Zambia met the minimum proficiency in reading in 2017.

The use of standardized assessments, such as the EGRA, at regular intervals enables stakeholders at various levels to make comparisons across time to determine if progress is being made. During this reporting period, Education Data Activity analyzed the Baseline EGRA data in order to provide stakeholders with up to date information on whether progress in reading performance among Grade 2 learners is taking place. In addition to data on overall performance, the SSME data highlights a number of learner, headteacher, teacher and school environment factors that are associated with higher oral reading fluency that can be used by the MoGE to derive policy recommendations. Given the diversity of languages of instruction and communities within Zambia, the 2018 Baseline EGRA data provides provincial and district-level stakeholders with access to contextually relevant assessment data to support decision making.

In ECZ's Strategic Plan 2016-2021, one of its primary objectives is to "Enhance Operational Efficiency and Institutional Capacity of ECZ and Its Staff" and "Strengthen the Conduct of Education and Examination-Related Research Development and Information." In support of these aspirations, the USAID Education Data activity aims to strengthen the capacity of the Examination Council of Zambia (ECZ) and the Ministry of General Education (MoGE) to track, collect and disseminate data, including EGRA data, at various levels within the education system. During this reporting period, Education Data activity held meetings with ECZ to decide upon the topics and modalities of the skills training to be implemented under the Activity. Through joint planning with ECZ, Education aims to ensure that the skills training is both demand-driven and that it builds upon the existing capacity within ECZ so that they are able to conduct large scale EGRAs independently after the Activity ends.

5. UPDATES FROM LAST PERFORMANCE REPORT

#	Issue	Agreed Action Item	Current Status March-2019	Outstanding action items
1	Issue Raised in December-2018 Annual Performance Report: Ensure alignment of ECE study with Let's Read Project	Develop outline for ECE research study to share with USAID and the Let's Read Project	Outline for ECE study under review by USAID. It was submitted in December 2018.	Revise ECE study outline based on USAID feedback and then discuss it with Let's Read Project

6. PLANNED ACTIVITIES FOR NEXT QUARTER

#	Key Tasks/Interventions/Action Items	Opportunity for Media, USAID/Zambia Involvement, or Site Visits (specify)	Tentative Date planned
1	Finalize the Baseline EGRA report and upload to the DEC	USAID/Zambia involvement	April 21, 2019
2	Draft Baseline EGRA results materials for dissemination	USAID/Zambia involvement	May 5, 2019

3	PUF Data and codebooks submitted to the DDL	n/a	May 4, 2019
4	Further discussions with ECZ on capacity-building activities	USAID/Zambia participation	TBD- May 2019
5	Research Studies discussion with Let's Read Project and USAID/Zambia	USAID/Zambia participation	TBD- May 2019
6	Presentation of EGRA results to Let's Read Project, ECZ and MoGE in Lusaka	USAID/Zambia	May 9, 2019
7	Baseline Report Dissemination - Muchinga	USAID/Zambia/Field visit	May 30, 2019
8	Baseline Report Dissemination - Eastern	USAID/Zambia/Field visit	June 4, 2019
9	Baseline Report Dissemination - Western	USAID/Zambia/Field visit	June 10, 2019
10	Baseline Report Dissemination - Southern	USAID/Zambia/Field visit	June 14,, 2019
11	Baseline Report Dissemination – North Western	USAID/Zambia/Field Visit	June 20, 2019
12	ECZ skills development training	n/a	TBD- June 2019
13	Upload QCO and assessor training data to TraiNet	n/a	TBD- June 2019
14	DQAs	Field visits	June 2019

ANNEX 1: INDICATOR RESULTS SUMMARY

		Q1		Q2		Q3		Q4		Total		Explanation of Actuals & Deviation
Indicator	Standard/ Custom	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Actual	Target	
IR Indicator 1: Number of EGRA available for use by USAID and Ministry of Education	Custom	01	00	01	0					0	01	The Baseline EGRA report was submitted to USAID on March 29, 2019 for feedback and approval. Once approved, it will be made available to the MoGE.
Indicator 1.1: Number of schools with language profile verified	Custom	4,250	4,626	n/a	n/a					4,626	4,250	The language profile of 4,626 schools were verified. This data served as a sampling frame for the Baseline EGRA.
Indicator 1.2: Score of EGRA instrument completion	Custom	100%	100%	n/a	n/a					100%	100%	All EGRA and SSME instruments in each of the 7 local languages and English are completed.
Indicator 1.3: Number of EGRA assessors trained	Custom	168	168	n/a	n/a					168	168	177 EGRA assessors and QCOs completed training; 84 percent achieved the gold standard of 90 percent on IRR assessments.
Indicator 1.4 Number of schools in which EGRA is completed	Custom	816	816	n/a	n/a					816	816	Grade 2 learners from 816 schools were assessed at Baseline in 2018.
IR Indicator 2: % of stakeholders reporting having access to EGRA results	Custom	0%	0%	0%	0%					0%	0%	Access to EGRA results will occur in next quarter after the Baseline EGRA report is approved by USAID and dissemination activities take place.
Indicator 2.1: Number of EGRA dissemination activities conducted	Custom	0	0	0	0					0	0	Dissemination events will be conducted once the Baseline EGRA report is finalized and approved in next quarter.
Indicator 2.2: Number of research studies completed	Custom	0	0	0	0					0	01	Research topics need to be agreed upon with Let's Read Project. Further discussions

Indicator	Type												Notes
													with USAID and LRP will take place next quarter.
IR Indicator 3: Institutional capacity index to implement EGRA	Custom	0	**0**	0	**0**							0	Reporting for Indicator 3 begins in Year 2 of the project.
Indicator 3.1: Number of individuals trained in implementing EGRA at ECZ and MoGE	Custom	0	**0**	0	**0**						**0**	10	Further discussions with USAID, ECZ and the MoGE are planned for next quarter to finalize the topics for skills training.
Indicator 3.2: % of EGRA tasks implemented by ECZ staff	Custom	16%	**16%**	0	**0**						**16%**	16%	ECZ participated in EGRA Tool adaptation, validation of EGRA tools and 3 staff participated in EGRA Baseline Training. Target for year 1 was set at 16%.
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	Standard (ES 1-1)	n/a	**n/a**	n/a	**10.2% (Boys: 8.52 %; Girls: 11.84 %)**								Standard Indicator

ANNEX 2. SUCCESS STORY

Crossing rivers, forests and plains to collect EGRA Data

Kabika Kumoyo

Quality Control Officer – Western Province

On October 31, 2019, my team of two assessors and I traveled to Western Province to participate in the USAID Education Data activity's Early Grade Reading Assessment (EGRA). This is our story.

Kabika's team in the plains of Senanga. Photo courtesy of Kabika Kumoyo.

The 2018 Baseline EGRA assessed the literacy levels of over 15,000 Grade 2 learners drawn from 816 government-run public and community schools in five provinces in Zambia.

Western Province, where we assessed learners, is dominated by the Barotse Floodplain of the Zambezi River. The floodplain is inundated from December to June and is fed by other rivers with their own flood plains. Away from the Zambezi and its tributaries, much of the landscape is extremely sandy, in some areas with lagoons, pans and seasonal swamps. As you move around the region you notice schools distributed all throughout these challenging landscapes and to reach them one needs to successfully travel through them. Due to the sandy roads, the most common modes of transport one can find are 4x4 vehicles and Oxcarts.

Given this geography, it was not an easy task to reach many of the schools. While we en route to visit Sibala and Mboma Primary Schools, located 130 km (off-road) from District Education Board Secretary (DEBS)'s office in Mulobezi, our vehicle broke down. As it was late in the afternoon and we were in the middle of forest, we had no option but to camp for the night. Fortunately, we had tents and were able to light a fire to keep warm.

To ensure our efforts would not be fruitless, we called the head teacher for Mboma Primary School to confirm our visit the following day and

Camping in Sibala Forest for the night after our vehicle broke down. Photo courtesy of Kabika Kumoyo.

to ask him to get the Grade 2 learners ready for the assessment. While, I was communicating, I knew deep down that we might not be able to get the vehicle moving to make it as scheduled. Fortunately, the driver came back with the needed spare part and we are able to work as a team to get it back on the road by morning. By 9am, we were on the road again eager to reach the primary school.

Assessing a Learner at Sibala Primary School. Photo courtesy of Education Data activity. Photo taken with consent.

However, despite this challenge, we assessed a total of 20 learners, and were able to include data from under-represented rural schools in hard to reach areas. By ensuring that these schools are included in the data, Education Data Activity hopes to provide the Ministry of General Education with an accurate picture of all learners to inform their decision-making. In order to be successful, the data collection team needed to be flexible, to problem solve as issues arose, to persevere through challenges and to maintain a degree of humor. We learned that the young learners that travel this terrain each day in pursuit of their education demonstrate these qualities on a daily basis. It was our pleasure to support the collection of data for decision-making and to contribute towards better education in Zambia.

ANNEX 3. MOGE REPORT HIGHLIGHTS

ACTIVITY TITLE AND DESCRIPTION

The USAID Education Data activity began implementation in April 2018, with the objective to provide education assessment, data management, and research and evaluation services in support of the forthcoming USAID Let's Read Project[1] activity that targets Eastern, Muchinga, North-Western, Western, and Southern Provinces. The USAID Education Data activity also aims to strengthen the capacity of the Examination Council of Zambia (ECZ) and the Ministry of General Education (MoGE) to track and collect data to improve learning outcomes in Zambia. The Education Data activity is funded by USAID/Zambia, and ends by October 2021.

PARTNERS

USAID Education Data activity is implementing its activities in partnership and collaboration with:

- Ministry of General Education
- Examinations Council of Zambia
- Let's Read Project
- USAID

REPORT PERIOD DELIVERABLES AND RESULTS

In support of *Let's Read Project*, the Education Data activity completed the following activities in year 1 of the project:

1. Language mapping exercise – A detailed report and database of the language of instruction, school type and location of 4,626 schools in the five target provinces (Eastern, Muchinga, North-Western, Southern, and Western provinces) was produced. The Activity shared them with Let's Read project in January 2019 to facilitate their planning activity.
2. Conducted a large scale EGRA Baseline in 2018 that assessed over 15,108 Grade 2 learners from 816 schools in five target provinces. In addition, 802 teachers and 815 head teachers were interviewed to understand how contextual factors may influence learning outcomes.
3. Education Data activity adapted and finalized EGRA and School Snapshot for School Management Effectiveness (SSME) tools in seven GRZ-designated languages of instructions in preparation for conducting the Baseline EGRA.
4. Education Data activity conducted training for 58 Quality Control Officers and 119 Assessors in October 2018. 84 percent of participants met the gold standard benchmark of 90 percent inter-rater reliability to participate in data collection in the field.

5. Education Data activity is currently finalizing the Baseline EGRA report which outlines learners' performance in relation to MoGE benchmarks. Once finalized and approved by USAID, Education Data activity will disseminate the report to key stakeholders in education in Zambia.

SUCCESSES

USAID Education Data activity completed the data analysis for the Baseline EGRA, which assessed 15,108 Grade 2 learners from 816 schools in five provinces. Education Data activity hopes that the results of the Baseline will provide valuable information for the MoGE and ECZ at the national, provincial and district level to inform decision-making to improve learners' performance in reading.

An assessor administers an assessment to a learner, courtesy of USAID/Zambia

CHALLENGES

- None to report during this reporting period

LESSONS LEARNED

- Given the complex logistics involved with conducting a large-scale EGRA in 5 provinces, it is important that Education Data activity consider using a survey firm to ensure effective implementation of the Midline EGRA in 2020.
- Frequent and streamlined communication and engagement with ECZ and MoGE staff is vital to ensure that all stakeholders understand each other's expectations and plan within the human resources, time and financial resources available to carry out the tasks.

NEXT QUARTER KEY ACTIVITIES

Interventions	Dates
Conduct further discussions with USAID, ECZ and the MoGE regarding skills development training, roles and responsibilities for Midline 2020 as well as a Memorandum of Understanding	TBD- May 2019

to solidify commitment from both ECZ and Education Data activity for the Transition Strategy	
Organize several dissemination events to take place in May 2019	April, 2019
Conduct EGRA baseline dissemination event in Lusaka for MOGE, USAID, and Let's Read Project	May 9th, 2019
Conduct EGRA baseline dissemination events in 3 - 5 Provincial Education Offices	May – June 2019
Revise the Early Childhood Education Study Outline based on feedback from USAID/Zambia	June 2019

ANNEX 4. PLANNED MONITORING SCHEDULE FOR NEXT QUARTER

Education Data activity's conducts data quality assessments on a regular basis. Several DQAs will be conducted in the next quarter, April to June 2019.

#	Location	Date	Visit type/purpose	Point(s)-of-Contact	Issues/Comments
1	Lusaka	June 30, 2019	DQA of Indicator 1: Number of EGRA available for use by USAID and MoGE.	Dr. Francis Sampa, USAID Education Data, +260977606519. Email: fsampa@devtechsys.com	
2	Lusaka	June 30, 2019	DQA of Indicator 2: Percent of stakeholders reporting having access to EGRA reports and data	Dr. Francis Sampa	
3	Lusaka	June 30, 2019	DQA of Indicator 2.1: Number of EGRA dissemination activities conducted	Dr. Francis Sampa	
4	Lusaka	June 30, 2019	DQA of 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	Dr. Francis Sampa	
5	Lusaka and Rosslyn, VA	July 15, 2019	Quarterly Performance Report for Quarter 3, April – June 2019.	Dr. Francis Sampa	