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# USAID Education Data Activity Quarterly Performance Report

Fiscal Year 2020 Quarter I – October 1, 2019 to December 31, 2019

Submission Date: January 15, 2020

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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This document was produced for review and approval by the United States Agency for International Development/Zambia (USAID/Zambia). It was prepared by DevTech Systems under Contract Number 72061118C00005.



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## I. 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 <i>Let's Read Project</i> bilateral activity.
Activity Objectives	<ul style="list-style-type: none"> <li>To complete 2 large scale EGRAs (baseline in 2018 and midline in 2020)</li> <li>Strengthen the capacity of ECZ to independently conduct EGRA in the future to inform policy level decisions aimed at improving learning outcomes</li> <li>Conduct research on topics agreed upon with USAID and in collaboration with MoGE</li> </ul>
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	October – December 2019

## 2. ACTIVITY IMPLEMENTATION PROGRESS

This quarterly report presents USAID/Zambia Education Data activity performance progress covering the period from October 1, 2019 to December 31, 2019. The performance report incorporates major project accomplishments in collaboration with MoGE and ECZ. The report is organized according to the contracted tasks under the activity.

### 2.1 Key Highlights Summary

During the reporting period, October 1 to December 31, 2019, the Education Data activity's deliverables related to contracted tasks include:

*Year 2 Annual Work Plan.* Education Data activity met with the Examinations Council of Zambia (ECZ) on October 1, 2019 to discuss the proposed capacity-building, EGRA preparation activities and timelines in the Year 2 Annual Work Plan. On October 2, 2019, USAID/Zambia approved Education Data activity's request for an extension to submit the Year 2 Annual Work Plan by October 15, 2019. The extension

would provide Education Data activity additional time to incorporate ECZ input and feedback into the Work Plan. On October 4, 2019, ECZ expressed approval of the activities and timelines included in the Year 2 Annual Work Plan with minor adjustments as needed to align with ECZ schedules. Following ECZ's approval, Education Data activity submitted the revised Year 2 Annual Work Plan to USAID/Zambia on October 8, 2019. It was approved by USAID/Zambia on October 15, 2019.

*Annual Performance Report.* Education Data activity submitted the FY2019 Annual Performance Report to USAID/Zambia on October 30, 2019. Based on USAID/Zambia feedback received on November 21, 2019, Education Data activity submitted a revised report on November 25, 2019. The report was approved by USAID/Zambia on December 18, 2019 and uploaded to the DEC on December 19, 2019.

*Periodic Progress Reports.* During this performance period, Education Data activity also submitted the Fiscal Year (FY)2019 Quarter (Q) I Financial Report to USAID/Zambia on October 30, 2019.

## **Task 7: Conduct Research Studies**

The following are key activities conducted in FY2020 Q1 in preparation for the research studies:

*Revised Early Childhood Education Research Studies Design.* Between May – September 2019, Education Data activity consulted the Directorate of Early Childhood Education (ECE), UNICEF, Save the Children, Let's Read, and USAID/Zambia to finalize the ECE research study design. Education Data activity submitted the initial research study options to USAID/Zambia on September 23, 2019, and the baseline and end line ECE research studies were agreed with the Task Order Contracting Officer Representative (TOCOR) during a weekly meeting held on September 27, 2019. During the period of performance, Education Data activity was informed of timeline changes to the Let's Read implementation of ECE plans, which required Education Data activity to revise its ECE research study design and data collection timelines. On November 22, 2019, Education Data activity sent a revised research study proposal to USAID/Zambia. Following additional discussions, both USAID and Education Data activity agreed on December 10, 2019 to conduct two rounds of data collection, a baseline in February 2020 and an end line in January/February 2021.

*Sampling Methodology.* During the September 27, 2019 weekly meeting, the USAID TOCOR requested that Education Data activity include an additional research question that would assess differences in skills among learners that attended ECE and those that did not. In response to this request, Education Data activity revised its sampling methodology. Education Data activity first randomly selected two provinces, Eastern and Western provinces, and then applied a sample parameter to each province. The sample parameter would ensure that each sample school would have both learners that attended and did not attend ECE in the prior year. Based on this sample parameter application, 27 GRZ schools with active ECE classrooms from Eastern Province and 25 GRZ schools with active ECE classrooms from Western provinces were selected, for a total sample of 52 schools. Education Data activity submitted its revised sampling methodology along with the list of sampled schools to USAID/Zambia on December 10, 2019.

*Institutional Review Board (IRB) Application.* Following the revisions to the ECE research study timelines, Education Data activity drafted and submitted the application for Ethical Approval for Proposed Research Involving Human Participants to the University of Zambia's (UNZA), Directorate of Research and Graduate Studies on December 18, 2019. The submitted application has reference number HSSREC-2019-DEC-016. UNZA feedback and approval is expected in early January 2020.

*Conduct Adaptation, Translation and Validation workshops to finalize ECE Research Tools.* Education Data activity held three workshops at the Lusaka Provincial Resource Center during this period of performance to adapt, translate and validate research study tools in preparation for data collection. Workshop participants included MoGE officials from the Directorates of Teacher Education, ECE, Curriculum Development Center, Planning and Information (Research Coordinating Committee), and ECZ. Table I below presents the number of attendees for each workshop, disaggregated by institution and gender. Prior

to the workshops, Education Data activity assessed the alignment of the International Development Education Learning Assessment (IDELA) developed by Save the Children and the Measuring Early Learning Environment (MELE) created by Measuring Early Learning Quality and Outcomes to MoGE standards and curriculum, previous tool usage in Zambia, and the unique needs for the ECE research studies. Education Data activity held the Adaptation workshop on December 12-13, 2019 to further adapt both the IDELA and MELE tools with the MoGE to align with the ECE syllabi, the Early Childhood Education Standard Guidelines and the Zambian educational context. Education Data activity held the Translation Workshop from December 16-17, 2019 and two language groups translated the IDELA tool into Silozi and Cinyanja. Education Data activity held the Validation Workshop on December 19-20, 2019, to verify that the tools were both adapted and accurately translated for the Zambian context. On December 20, 2019, participants signed an approval letter validating the IDELA and MELE tools for use by Education Data activity to conduct the baseline and endline ECE Research Studies. Education Data activity shared the validation letter along with the IDELA and MELE tools with USAID on December 30, 2019.

<b>Table 1: Adaptation, Translation, and Validation Workshop Participants</b>				
<b>Workshop</b>	<b>Institution</b>	<b>Males</b>	<b>Females</b>	<b>Total</b>
<b>Adaptation</b>	MOGE	05	05	
	ECZ	02	00	
	UNZA	00	01	
<b>Total</b>		<b>07</b>	<b>06</b>	<b>13</b>
<b>Translation</b>				
<b>Translation</b>	MOGE	<b>03</b>	<b>03</b>	<b>06</b>
<b>Validation</b>				
<b>Validation</b>	MOGE	05	03	
	ECZ	01	00	
	UNZA	00	01	
<b>Total</b>		<b>06</b>	<b>04</b>	<b>10</b>

*Other Research Studies.* Following additional discussions with USAID/Zambia on the revised baseline and endline ECE Research Studies design, Education Data activity also sought agreement on December 11, 2019 on the third research study to be conducted under the activity. Education Data activity proposed to use qualitative methods to assess how pre-service teacher education colleges prepare their students to teach reading along with their strengths as well as their gaps in relation to the global evidence. The results from this study would be used to inform recommendations for teacher pre-service education programs as well as other key stakeholders such as Let’s Read, who provides in-service support to teachers. During FY2020 Q2, Education Data activity will meet with USAID to discuss the third research study to determine the appropriate next steps.

## 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 October to December 2019.

Planned Quarter 1: Work Plan Activities	Achievement Status	Implementation Issues	Actions for Next Quarter
Task 1: Start up and Complete a Language Mapping exercise			
<b>Complete:</b> The Language Mapping Report can be accessed through the following link: <a href="https://pdf.usaid.gov/pdf_docs/PA00THW7.pdf">https://pdf.usaid.gov/pdf_docs/PA00THW7.pdf</a>			
Task 2: Complete preparation for the Early Grade Reading Assessment (EGRA) and EGRA pilot assessment			
<b>Complete:</b> This was completed for the baseline EGRA in September 2019. The EGRA Data Collection Framework for baseline can be accessed through the following link: <a href="https://pdf.usaid.gov/pdf_docs/PA00TzM8.pdf">https://pdf.usaid.gov/pdf_docs/PA00TzM8.pdf</a>			
Task 3: Finalization of the Instruments to conduct EGRA and complete EGRA training			
<b>Complete:</b> This was completed for the baseline EGRA in October 2018			
Task 4: Conduct EGRAs and Complete reports			
<b>Complete:</b> The Baseline EGRA report was completed in August 2019, and it can be accessed through the following link: <a href="https://pdf.usaid.gov/pdf_docs/PA00TzM9.pdf">https://pdf.usaid.gov/pdf_docs/PA00TzM9.pdf</a>			
Task 5: ECZ Capacity Building			
5.1 Transition Strategy (Deliverable)	<b>Complete:</b> The Transition Strategy was completed in September 2019 and can be accessed through the following link: <a href="https://pdf.usaid.gov/pdf_docs/PA00W4Q6.pdf">https://pdf.usaid.gov/pdf_docs/PA00W4Q6.pdf</a>		
5.2 Skills Workshop 2: data cleaning, analysis and sampling	<b>Incomplete:</b> In FY2020 Q1, Education Data activity identified a Data Analyst from MSI to lead a seven-day workshop in December 2019 on EGRA data cleaning and analysis and midline EGRA sampling. On November 13, 2019, USAID requested Education Data activity to consider delaying the midline EGRA until 2021 and to cover all 10 provinces to make it nationally representative. Because the skills workshops with ECZ aim to strengthen their capacity to conduct the midline EGRA, Education Data activity and USAID agreed to postpone the workshop and to reschedule it once the timeline for the midline EGRA is agreed upon.		Education Data activity will reschedule the workshop once the midline EGRA timeline and sampling has been agreed with USAID/Zambia
5.3 Submission of ECZ Skills Workshop 1 and Workshop 2 training data to TraiNet (Deliverable)	<b>Incomplete:</b> Education Data activity submitted all ECZ Skills Workshop 1 and Workshop 2 training and participant data to TraiNet's online system on December 19, 2019. Once the remaining sessions of Workshop 2 are completed, Education Data activity will update the Workshop 2 data on TraiNet.		Update Workshop 2 data on TraiNet once the remaining sessions are conducted.

<b>Task 6: Disseminate EGRA results to key stakeholders</b>			
<b>Complete:</b> Education Data activity completed all baseline dissemination of the EGRA results to stakeholders in June 2019.			
<b>Task 7: Conduct Research Studies</b>			
7.1 ECE Research Study Design	<b>Complete:</b> Based on changes to Let's Read implementation timeline of the ECE intervention, Education Data activity revised the ECE Research study proposal. On December 11, 2019, Education Data activity and USAID/Zambia agreed to assess Let's Read ECE implementation with two data collections, a baseline in February 2020 and an end line in January/February 2021.		
7.2 ECE Research Study Sampling	<b>Complete:</b> Education Data activity randomly selected two provinces for the ECE Research Study. The 2018 baseline EGRA sample served as the sampling frame for the selection of schools as it provided verified data on which schools have active ECE classrooms. A selection parameter was applied to ensure there is a sufficient sample in each school to respond to all research questions. The resulting sample selection is 27 and 25 GRZ schools for baseline and end line data collection in Eastern and Western province, respectively. Approximately 1,000 learners will be assessed for baseline and approximately 500 learners will be assessed for end line, and up to 52 classroom observations will be conducted. Education Data activity shared its sampling methodology with USAID/Zambia on December 11, 2019.		
7.3 Tools Adaptation	<b>Complete:</b> The adaptation workshop for the IDELA and MELE tools was held on December 12-13, 2019 at the Lusaka Provincial Resource Center. A total of 13 MoGE and UNZA staff attended (6 females and 7 males). Participants aligned the IDELA and MELE to the Zambian educational context consistent with MoGE ECE standards and curriculum.		
7.4 Tools Translation	<b>Complete:</b> The translation workshop for the IDELA tool was held on December 16-17, 2019 and 6 MoGE staff attended with 3 females and 3 males. The participants broke into 2 language groups and translated the IDELA into Silozi and Cinyanja.		



7.5 Tools Validation	<p><b>Complete:</b> The validation workshop for the IDELA and MELE tools was held on December 19-20, 2019 at the Lusaka Provincial Resource Center. Four females and six male staff from the MoGE and UNZA attended. Participants analyzed adaptations and translations made in the previous workshops to ensure they were consistent and aligned to the Zambian educational context, MoGE standards and curriculum. ECZ, CDC, ECE, and UNZA validated the tools to be appropriate to use for Education Data activity's baseline and endline ECE research studies in Zambia. The validated tools were shared with USAID/Zambia on December 30, 2019.</p>		
7.6 Institutional Review Board Approval	<p><b>Incomplete:</b> Education Data activity submitted the IRB application for the ECE research study to UNZA on December 18, 2019. Feedback and/or approval is expected in early January 2020.</p>		As necessary, respond to UNZA feedback and receive IRB approval to conduct the ECE Research Study
<b>Other Accomplishments</b>			
8.1 Year 2 Annual Work Plan (Deliverable)	<p><b>Complete:</b> On October 1, 2019, Education Data activity met with ECZ to discuss the proposed capacity-building and EGRA preparation activities and timelines for Year 2. On October 4, 2019, ECZ expressed approval of the activities and timelines included in the Year 2 Annual Work Plan with minor adjustments as needed to align with ECZ schedules. Following ECZ's approval, Education Data activity submitted the revised Year 2 Annual Work Plan to USAID/Zambia on October 8, 2019. It was approved by USAID/Zambia on October 15, 2019 and it can be accessed via the following link: <a href="https://pdf.usaid.gov/pdf_docs/PA00W5HR.pdf">https://pdf.usaid.gov/pdf_docs/PA00W5HR.pdf</a></p>		
8.2 Annual Performance Report (Deliverable)	<p><b>Complete:</b> Education Data activity submitted the FY2019 Annual Performance Report to USAID/Zambia on October 30, 2019. Based on USAID/Zambia feedback received on November 21, 2019, Education Data activity submitted a revised report incorporating USAID/Zambia feedback on November 25, 2019. The report was approved by</p>		

	USAID/Zambia on December 18, 2019 and it can be accessed on the DEC via the following link: <a href="https://pdf.usaid.gov/pdf_docs/PA00W9CR.pdf">https://pdf.usaid.gov/pdf_docs/PA00W9CR.pdf</a>		
8.3 FY2019 Q4 Financial Report (Deliverable)	<b>Complete:</b> Education Data activity submitted the FY2019 Quarter 4 Financial Report to USAID/Zambia on October 30, 2019.		

## 2.3 Management and Administrative Issues

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

*Possible Midline EGRA changes.* USAID and DevTech held an initial discussion on November 21, 2019 to discuss the possibility of: (1) assessing all 10 provinces at midline to make the EGRA nationally representative; and (2) conducting the midline EGRA in year 3 of the Let's Read project to allow assessment to occur after two full years of Let's Read implementation. Based on these discussions, Education Data activity requested access to the MoGE school list databases for the additional five provinces that were not assessed during baseline. The database helped Education Data activity to determine the minimum sample size required for both comparability between the baseline and midline EGRA, as well as to ensure national representation. Based on the analysis of these databases, Education determined the following:

### 1. Midline EGRA – minimum sample parameters for baseline and midline comparability

In order to determine the minimum sample size required for baseline and midline comparability, Education Data activity reviewed the baseline sampling methodology and performed statistical tests to check the robustness of the sample. Based on these analyses, the following minimum requirements were established:

- a. A minimum of 8 schools per district would be required to ensure the minimum variance included in the baseline is accounted for during the midline;
- b. In order to report language specific results, at least 80 schools per language are required. This indicates that the baseline sample size for Kiikaonde, Lunda and Luvale will largely need to remain the same in order to ensure the sample size is large enough to report the results; and
- c. For test equating purposes, at least 1,000 learners per language drawn from schools assessed at baseline would need to be included to ensure reliable and valid comparisons can be made from baseline to midline.

### 2. Midline EGRA – sample parameters to conduct a nationally representative EGRA

- a. To maintain the same minimum variance in the additional five provinces as the five assessed at baseline, Education Data activity may also need to include a minimum of 8 schools per district.
- b. During the period of performance, Education Data activity cleaned and analyzed the 2019 MoGE database of schools to draft a sample that would be nationally representative. The database contains a high volume of missing and/or contradictory information. Given this, the

Education Data activity believes a language mapping exercise would be required to ensure the final sample is proportionally accurate to both GRZ and community schools, urban and rural schools, and the seven languages of instruction. Annex 5 summarizes the preliminary analysis of schools in the additional five provinces that were not assessed at baseline.

Additional analyses will be conducted and used in FY2020 Q2 to discuss scenarios for USAID/Zambia consideration in response to the request from USAID/Zambia Task Order Contracting Officer on December 4, 2019.

**Staff Restructuring.** Education Data activity hired a Deputy Program Manager (DPM) during the period of performance who will work in close collaboration with the PM/TL. The DPM will provide technical and management support in Zambia and liaises with HO to execute key project activities and deliverables.

**Competitive Procurement of a Local Survey Firm.** Education Data activity drafted a scope of work to competitively procure a Zambian local survey firm to assist with the baseline and endline ECE research studies data collection. During the period of performance, Education Data activity consulted the Directorate of ECE regarding MoGE collaboration and involvement, Directorate of ECE feedback on research study plans, and local survey firm responsibilities. The Senior Early Childhood Education Specialist, on behalf of the Acting Director of Early Childhood Education, provided feedback and comments to the local survey firm scope of work that was later revised. Concurrent to Directorate of ECE consultations, Education Data activity researched additional local survey firms and met with the Policy Monitoring and Research Centre on November 5, 2019 to assess their data collection capacity and experience. The finalized scope of work was shared with four local survey firms and published via DevTech's procurement website on December 11, 2019, following agreement with USAID/Zambia on adjustments to align with the Let's Read ECE implementation timeline. Education Data activity provided clarifications and responses to firm questions on December 19, 2019. In total, four firms responded to the Terms of Reference. A technical review committee independently evaluated all proposals based on the following criteria: (1) previous experience in education, ECE, and conducting classroom observations; (2) experience and ability of proposed staff; (3) quality of the proposed methodology- whether it was realistic, technically sound, and aligns to Zambian content; (4) proposed cost and; (5) proposed delivery dates. The technical review committee met on December 31, 2019 to discuss each participants' independent evaluation of the four proposals received. Education Data activity will finalize its firm selection to provide logistical support to the baseline and endline ECE research study data collection in Q2 FY2020.

## 2.4 Monitoring, Evaluation, and Learning Plan Update

Education Data Activity's AMELP report and PIRS can be accessed on the DEC at [https://pdf.usaid.gov/pdf\\_docs/PA00THW6.pdf](https://pdf.usaid.gov/pdf_docs/PA00THW6.pdf).

Collaboration, learning and adaptive management (CLA) highlights for this reporting period are:

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

**Learning.** Key activities related to learning that took place during this performance period include:

### 3. Tools Development and Adaptation

- a. Education Data activity conducted a robust stakeholder engagement process to choose and develop the IDELA and MELE tools for the ECE research study. During the performance

period, Education Data activity consulted and/or researched resources provided by Let's Read, USAID/Zambia, UNICEF, Save the Children Zambia, Headquarters in Washington D.C., UNZA, MELQO, and Right to Care Zambia. Through this consultative process and research, Education Data activity learned that the content of both the MELE and IDELA tools closely align with the MoGE ECE syllabi, Early Learning and Development Standards (ELDS), and ECE standard guidelines. Education Data activity also drew from the lessons learned and recommended adaptations from their prior implementation in Zambia in preparation for the tools adaptation, translation, and validation workshops.

- b. Education Data activity reviewed reports of IDELA and MELE usage in Zambia and determined that both tools have been adapted for the Zambian context. IDELA has proven to have strong internal consistency and inter-rater reliability to enable valid and reliable conclusions to be drawn. Table 2 below shows the prior usage of IDELA and MELE within Zambia and Table 3 shows the psychometric properties of IDELA within the Zambian context. Based on this assessment, Education Data activity determined that a small number of pre-tests of both tools would be sufficient to ensure the tools work reliably before data collection begins.

<b>Tool</b>	<b>Organization</b>	<b>Year</b>	<b>Sample Size</b>	<b>Type</b>	<b>Report</b>
IDELA	Save the Children	August 2013	262	Pilot Study	International Development and Early Learning Assessment Technical Working Paper: <a href="https://idela-network.org/resource/international-development-and-early-learning-assessment-technical-working-paper/">https://idela-network.org/resource/international-development-and-early-learning-assessment-technical-working-paper/</a>
IDELA	Save the Children	November 2013	273	Assessment Report	Zambia School Readiness and ECCD Baseline Report: <a href="https://idela-network.org/wp-content/uploads/2017/06/Zambia-School-Readiness-Baseline-Report-Final.pdf">https://idela-network.org/wp-content/uploads/2017/06/Zambia-School-Readiness-Baseline-Report-Final.pdf</a>
IDELA	Save the Children	December 2015	318	Evaluation Report	Zambia Lufwanyama Sponsorship Baseline Progress Report: <a href="https://idela-network.org/wp-content/uploads/2017/06/IDELA-Zambia-Lufwanyama-Baseline-2015.pdf">https://idela-network.org/wp-content/uploads/2017/06/IDELA-Zambia-Lufwanyama-Baseline-2015.pdf</a>
IDELA	Save the Children	2016	30 ECE centers	Endline Evaluation	Zambia Lufwanyama Sponsorship Endline Progress Report
IDELA	Save the Children	July 2017	210	Cross-sectional Study	International Development of Early Learning Assessment (IDELA) for ECCD Learners
IDELA	USAID Zambia Right to Care	August 2019		Baseline Assessment	Still in Progress
MELE	CAPOLSA and VVOB	2018	Five schools from	Pilot Study	Use of Measuring Early Learning Environment (MELE) as an Early Childhood Education (ECE) Quality

			three districts		Assessment Tool in Selected Schools – a Pilot Study in Central Province.
MELE	World Vision	Present	31 ECD Centers	Baseline assessment & project-based monitoring	World Vision Zambia - Learning Roots Standards Dashboard: <a href="https://www.megadata.com/learning-roots-baseline-zambia">https://www.megadata.com/learning-roots-baseline-zambia</a>

Table 3: Psychometric properties of IDELA in Zambia						
Measure	Motor	Literacy	Numeracy	Social – Emotional	IDELA	Standard
Internal Consistency (n = 262)*	0.87	0.85	0.85	0.82	0.94	$\alpha > .8$ is Good (Mallery, 2003)
Internal Reliability**	0.87	0.82	0.63 (higher when 3-year-olds excluded)	0.82	0.87	$\alpha > .8$ is Good (Mallery, 2003)
Correlation: literacy and other domains*	0.62	--	0.68	0.69	--	Positive correlation - stronger than IDELA average
Correlations between IDELA domains and age*	0.40	0.32	0.32	0.31	0.36	Positive correlation – shows significant skill variation with age
Construct Validity - Age: variance in performance 3 to 5 year old*	34%	24%	16%	39%	31%	Statistically significant differences at $p > .001$
	61%	37%	31%	57%	47%	
Inter-rater Reliability***	0.94	0.95	0.97	0.95	0.95	Excellent IRR > .90

**Sources:** \*Pisani, L., Borisova, I. and Dowd, A.J. (2015), International Development and Early Learning Assessment Technical Working Paper. Washington D.C: Save the Children.

\*\*Dowd, A.J (2013). Zambia School Readiness and ECCD Baseline Report. Washington D.C: Save the Children.

\*\*\* Pava, C., Sichamba, B., and Waitolo., (2015) Zambia Lufwanyama Sponsorship Baseline Progress Report. Save the Children Zambia.

**Adapting.** Key technical and management activities related to adapting that took place during this performance period include:

### 1. Additional Research Questions

- a. During the September 27, 2019 weekly meeting, the USAID TOCOR requested that Education Data activity include an additional research question that would assess differences in learner skills among those that attended ECE those that did not. To assess this research question, Education Data activity revised its sampling methodology to ensure that each sample school would have learners that did and did not attend ECE in the previous year. By ensuring that the sample of those that did have ECE and those that did not are drawn from the same schools, Education Data activity is able to control for some community effects that would influence the results. In addition, Education Data activity included several questions within the teacher questionnaire and learner questionnaire to examine the potential reasons

why some learners attend ECE and some do not when the local primary school does have an active ECE classroom. By including these questions, Education Data activity will be able to better understand potential barriers to access to inform policy recommendations.

## 2. *Let's Read implementation changes*

- a. The ECE research study design, originally submitted on September 23, 2019, proposed assessing Let's Read with a baseline data collection coinciding with the beginning of the ECE intervention, January 2020. Let's Read informed Education Data activity that implementation may be delayed to May 2020, requiring Education Data activity to revise the research study design. On November 21, 2020, Education Data activity informed USAID/Zambia of potential changes to implementation timelines and the implications these changes would have on the ECE research study design and timelines. Following USAID/Zambia feedback provided on December 10, 2019, Education Data activity adapted the research study design. Pushing back the end line data collection from October 2020 to January-February 2021, will enable Education Data activity to assess differences between learners' skills after they have received two school terms of the Let's Read intervention rather than just one.

## 3. *Research Study Tools Adaptation*

- a. During the IDELA adaptation, participants recommended minor adjustments to the tool in order to: (1) align the IDELA to Zambian curriculum and/or current ECE classroom standards; (2) align the IDELA to be more culturally appropriate for Zambia; (3) increase clarity in assessor instructions; and (4) include modifications to ensure the tool is inclusive for learners with physical disabilities. Most recommendations were minor and were incorporated if the recommendation did not change the underlying construct being measured nor reduce the tool's reliability. The recommendations and corresponding rationales proposed by participants for adaptation are as follows:

<b>IDELA Adaptation</b>				
<b>Test Item</b>	<b>Workshop Recommendation</b>	<b>Recommendation Rationale</b>	<b>Decision</b>	<b>Rationale</b>
Letter identification	Change letters in letter chart to ensure they are appropriate for Cinyanja and Silozi learners	Align the IDELA to the scope and sequence taught within the ECE curriculum	Recommendation adopted	Adopted because it better aligns to Zambian curriculum, ensuring the measurement is a valid assessment for the Lol learner groups
Empathy/Perspective Taking	Change the picture of a White girl crying to a child with dark complexion	Align the IDELA to be more culturally appropriate for Zambia	Recommendation adopted	Adopted because it better aligns to the Zambian educational context
Drawing a person	Include examples of materials in the event the assessor may require alternative resources	Increase clarity in assessor instructions	Recommendation adopted	Adopted because it better prepares the assessor for all assessment situations
Hopping	Include an alternative question for physically impaired learners	Increases inclusivity for learners with physical disabilities	Recommendation adopted	Adopted because it better ensures no learners are excluded regardless of circumstances
Emergent Writing	In addition to writing names, allow learners to draw symbols as a	Not all ECE learners learn to write their name	Recommendation not adopted	Not adopted because pre-writing words is included in the syllabus for 5-6-year-old

	representation of their name			learners. Adopting this recommendation would result in assessing an entirely different construct, drawing, rather than emergent writing
Oral Comprehension	Revise the story from 115 words to roughly 65 words or less	EGRA listening comprehension passages had less than 115 words. 115 words is too long for ECE learners.	Recommendation not adopted	Not adopted because Save the Children results indicate that Zambian learners have performed consistently with other neighboring or regional countries on emergent literacy across similar ages. Emergent literacy scores for learners ages 5-6 across Tanzania (45%), Namibia (56%), and Zambia (56%) are within 10 percentage points. In addition, the internal consistency of the emergent literacy subtask was found to be 0.85, and IDELA as a whole was 0.94, both of which are above the global acceptable standard of 0.80. Because the scores are appropriate when regionally compared and IDELA has been utilized in Zambia in 2013, 2015, and 2017, further text revision may reduce the reliability and validity of the results, lead to bias or reporting above learners' skill levels and would reduce the comparability of scores. <sup>1</sup>

- b. MELE adaptation comprised recommendations to: (1) align the MELE to Zambian curriculum and/or current ECE classroom standards; (2) align the MELE to be more culturally appropriate for Zambia; (3) increase clarity in assessor instructions; and (4) revise assessment for appropriate scope. Recommendations were minor and as a result were all incorporated. The recommendations and corresponding rationales for adaptation are as follows:

## MELE Adaptation

<sup>1</sup> Comparative IDELA data compiled from [www.idela-network.org/data](http://www.idela-network.org/data)

Test Item	Workshop Recommendation	Recommendation Rationale	Decision	Rationale
Learning opportunities to support the development of mathematics skills	Use “maths” throughout the instructions instead of mathematics.	Align the MELE to be more culturally appropriate for Zambia	Recommendation adopted	Adopted because it better aligns to Zambian cultural and pedagogical terminology, resulting in likely increased clarity for assessors
Theme	Add “language and literacy” as a theme	Align the MELE to Zambian curriculum and/or current ECE classroom standards and practice	Recommendation adopted	Adopted because it better aligns to MoGE materials taught in ECE
Teacher tracks children’s development on a regular basis	Add for assessors to check learner books and individual learner records to confirm learning progress	Increase clarify in assessor instructions	Recommendation adopted	Adopted because it better allows assessor to understand and more accurately rate the item for testing.
Toilet facilities	Revise indicators to better capture all toilet facilities in ECE classrooms	Revise assessment to be more culturally appropriate for the Zambian Education context	Recommendation adopted	Adopted because it better aligns to current Zambian ECE classroom environments

### 3. STAKEHOLDER INVOLVEMENT

A key component of the Education Data activity is engaging the GRZ and other key education stakeholders 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 following sections.

#### 3.1 Inter-Activity Collaboration

Education Data activity met with Let’s Read on November 6, 2019 to foster inter-activity collaboration. The purpose of the meeting was to better understand Let’s Read ECE implementation timelines and to communicate the proposed ECE research study timelines and methodology. During the meeting, Let’s Read explained that ECE implementation may be postponed from January 2020 to May 2020. Education Data activity expressed its desire to further understand any implementation changes to best coordinate research that can accurately provide useful data for USAID/Zambia, Let’s Read and MoGE as appropriate. Following the discussion, Let’s Read invited Education Data activity to the Let’s Read launch and both activities committed to proactively collaborate as needed. Subsequently, Education Data activity attended the Let’s Read launch in Eastern province on November 12, 2019. On November 13, 2019, Education Data activity observed the ECE training of trainers to better understand the ECE Let’s Read curriculum and ensure alignment of the research tools and questions.



## 3.2 Education Sector Participation

During this reporting period, Education Data activity supported stakeholder involvement through three activities: (1) development of the Year 2 Annual Work Plan; (2) review of the terms of reference for local firms; (3) review of the baseline and end line ECE research study proposal; and (4) adaptation of the research study tools.

1. On October 1, 2019, Education Data activity Field Office (FO) and the HO Project Manager along with USAID/Zambia held a meeting with ECZ to seek their input on the draft Year 2 Annual Work Plan, draft composition of the EGRA Working Group and the draft MoU between DevTech Systems and ECZ. ECZ provided their feedback on October 8, 2019, confirming that ECZ found the Annual Work Plan appropriate and ready for implementation with minor corrections allowing for ECZ scheduling flexibility. ECZ declined to sign the MOU at this time. Education Data activity plans to restart discussions regarding the MoU once the midline EGRA timeline and sampling has been agreed to. In the meantime, Education Data activity and ECZ have continued proactive collaborations around the ECE research study where appropriate.
2. Education Data activity and ECZ met on October 29, 2019 and November 2, 2019 to discuss ECZ feedback for the creation of the EGRA working group and to solicit their feedback on the terms of reference for the procurement of a local survey firm to support the midline EGRA in 2020. ECZ provided written feedback on November 4, 2019, stating the terms of reference and working group proposals are appropriate, and further analysis for the working group composition may be necessary. Following discussions with USAID/Zambia to consider conducting EGRA in 2021 in all 10 provinces, Education Data activity postponed midline EGRA preparations for 2020 consistent with USAID/Zambia discussions.
3. On November 2, 2019, the Directorate of ECE provided feedback to the proposed ECE research study shared on October 31, 2019. The Directorate of ECE identified areas for clarification, including how, if at all, the MoGE may be involved. Education Data activity and the Directorate of ECE identified MoGE involvement in the adaptation, translation, and validation of the ECE research tools as key areas for collaboration, including assessor training to be conducted in Q2 of FY2020.
4. On December 12-20, 2019, Education Data activity conducted the ECE research study adaptation, translation, and validation workshop and collaboratively engaged MoGE officials to adapt the research study tools for Zambia. MoGE participants from five units adapted and validated the tools, and all workshops were chaired by the CDC or ECE Directorate. An overview can be found in section 2.1, Key Highlights Summary.

## 4. CROSSCUTTING ISSUES AND PRIORITIES

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

### 4.1 Gender Equality and Female Empowerment

During this period of performance, equal male and female opportunity and inclusion were considered in the planning and implementation of activities. For instance, both men and women were encouraged to participate in the Education Data activity tools adaptation workshop held from December 12–13, translation workshop held from December 16–17, and validation workshop held from December 19–20, 2019. The majority of sessions were chaired by MoGE female staff, allowing them to take ownership of

the tools adaptation, translation, and validation process. Generally, however, more men attended than women by a slight margin. A greater male ratio of participants is consistent with the make-up of MoGE staff as generally more men are employed than women.

For the baseline ECE Research Study, Education Data activity aims to include an equal number of boys and girls in the sample of both ECE and Grade 1 learners to ensure there is gender equality in the sample and that the results are representative of both boys and girls.

## **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, Education Data activity 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, during this performance period, Education Data activity is preparing for electronic data collection for the ECE Research Study rather than printing a large amount of hard copies of both the IDELA and MELE assessment tools.

## **4.3 Science, Technology, and Innovation**

Education Data activity explored the use of several different survey platforms for the purpose of the ECE research study data collections. Among survey platforms, Myna, Tangerine, Survey Monkey, and ODK and KoboToolbox were considered. In contrast to the baseline EGRA, the MELE tool is not linear in nature as assessors may need to switch back and forth between different test items depending on when they are observing at that moment in the classroom. Given this, Education Data activity looked for a tool that would be user-friendly, allow for customized programming of the tools, had multilingual capabilities, could be used offline in low technology environments and was cost-effective. Based on an analysis of various platforms for electronic data collection, Education Data activity choose KoboToolbox as the most cost effective and appropriate platform for the ECE Research Study data collection. The exploration of compatible software for the ECE research study will be an ongoing, iterative process as the tools are programmed and tested leading up to data collection.

## **4.4 Sustainability**

In order to promote sustainability, Education Data activity works closely with ECZ, MoGE, and other stakeholders. During this quarter, Education Data activity and stakeholders from the MoGE, including CDC, Teacher Education, Planning, ECZ and the Directorate of ECE worked collaboratively to adapt, translate, and validate the IDELA and MELE assessment tools for the ECE research study. The Directorate of ECE led the workshops by chairing sessions and co-presenting during the workshops, allowing MoGE to take ownership over the activities and increase the MoGE's understanding of the research design, purpose and process.

## 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, IDELA and MELE tools, 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 prior ECE research in Zambia to ensure the ECE research studies design align to MoGE priorities. ECE was identified as a priority area for additional understanding, highlighting the importance of upcoming data collections and results to inform MoGE policy. The data will provide MoGE and other 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 further agree to the timelines for the skills workshops and other preparation activities for the midline EGRA in the Year 2 Annual Work Plan. By working closely with and consulting ECZ, Education Data activity hopes to ensure ECZ ownership and commitment to collaboratively carry out the midline EGRA. Skills training workshops are currently postponed as discussions with USAID/Zambia regarding changes to EGRA design and implementation are ongoing. Education Data activity will resume additional planning of ECZ skills training after consultation with USAID/Zambia.

## 5. UPDATES FROM LAST PERFORMANCE REPORT

#	Issue	Agreed Action Item	Current Status January 2020	Outstanding action items
1	Issue raised in Y1 Annual Performance Report about Let’s Read timelines for implementing ECE that will affect Education Data activity research study	Education Data activity to revise the ECE research study based on USAID feedback and information learned from meetings with Let’s Read project regarding their ECE intervention and timelines	Education Data activity shared the revised ECE Research Study outline with USAID on October 12, 2019. The revised study includes collecting data in January 2020 and a follow up data collection in January 2021 instead of October 2020	In the next quarter, Education Data will program IDELA and MELE tools for electronic data collection, train assessors, run dry runs in two provinces and conduct data collection of the ECE research study

## 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	Pre-test IDELA and MELE tools	USAID/Zambia	January 22 <sup>nd</sup> – 31 <sup>st</sup>
2	ECE research study assessor training	USAID/Zambia involvement	February 3 <sup>rd</sup> – 7 <sup>th</sup>
3	Dry-runs in Eastern and Western provinces	USAID/Zambia involvement	February 9 <sup>th</sup> – 10 <sup>th</sup>
4	Conduct baseline ECE research study data collection	USAID/Zambia involvement	February 11 <sup>th</sup> – 28, 2020
5	Draft costed scenarios for the midline EGRA as requested by USAID	USAID/Zambia involvement	January-February 2020
6	Discuss potential EGRA scenarios with USAID/Zambia	USAID/Zambia involvement	January - February 2020
7	Discuss the teacher pre-service education curriculum mapping and qualitative study with USAID/Zambia, and other relevant stakeholders.	USAID/Zambia involvement	February - March 2020
8	Clean and analyze ECE research study data	N/A	March – June 2020
9	Draft and submit the Annual Foreign Tax Report	USAID/Zambia involvement	March 2020
10	Draft and submit the Annual Property Report	USAID/Zambia involvement	March 2020

## ANNEX I: INDICATOR RESULTS SUMMARY

Year 2 October 1, 2019 – September 30, 2020												
Indicator	Standard/ Custom	Q1		Q2		Q3		Q4		Total		Explanation
		Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
IR Indicator 1: Number of EGRA available for use by USAID and Ministry of Education	Custom	00	00							00	00	Per the AMELP, the midline EGRA data collection is expected to take place in September – October 2020. Midline EGRA data as a result will be available in Year 3. The target for Year 2 is zero.
Indicator 1.1: Number of schools with language profile verified	Custom	n/a	n/a							4,250	4,626	The language profile of 4,626 schools were verified in Year 1. Per the AMELP, no additional language profiles are planned for Year 2. School data of each of the sampled schools will be collected alongside the midline EGRA.
Indicator 1.2: Score of EGRA instrument completion	Custom	n/a	n/a							100%	0%	All EGRA and SSME instruments in each of the 7 local languages and English were completed in Year 1. In FY2020 Q4, Education Data activity and ECZ will determine if adjustments are required ahead of the midline EGRA and will seek USAID approval.
Indicator 1.3: Number of EGRA assessors trained	Custom	n/a	n/a							180 with at least 135 (75%) attain ing the gold standa rd	00	Assessor training is currently planned for FY2020 Q4 ahead of the midline EGRA
Indicator 1.4 Number of schools in which EGRA is completed	Custom	n/a	n/a							1,000	00	Education Data will assess Grade 2 learners from 1,000 schools in the five target provinces of Let's Read at midline in September - October 2020.
IR Indicator 2: % of stakeholders reporting having access to EGRA results	Custom	n/a	n/a							00	00	Per the AMELP, Year 2 targets for Indicator 2 will be set with MoGE and USAID. Further discussions will be planned in FY2020 Q2 to determine appropriate targets for inclusion.

Indicator	Standard/ Custom	Q1		Q2		Q3		Q4		Total		Explanation of Actuals & Deviation
		Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
Indicator 2.1: Number of EGRA dissemination activities conducted	Custom	n/a	n/a							00	00	Dissemination of baseline EGRA results took place in FY2019 Q3. No further dissemination events are planned for Year 2. Dissemination of the midline EGRA results is planned for Year 3.
Indicator 2.2: Number of research studies completed	Custom	01	00							01	00	Data collection for the first Research Study will take place in FY2020 Q2. Data cleaning, analysis and report writing will take place in FY2020 Quarter 3.
IR Indicator 3: Institutional capacity index to implement EGRA	Custom	60% of tasks with more than an average score of 3.5.	36%							60% of tasks with more than an average score of 3.5.	36%	Per the AMELP, Year 2 target is for 60% of tasks with more than an average score of 3.5. Baseline institutional capacity index was 36%. Education Data activity plans to reassess ECZ capacity in FY2020 Q3 after skills workshop 2 and 3 have been conducted.
Indicator 3.1: Number of individuals trained in implementing EGRA at ECZ and MoGE	Custom	50	00	50		50		50		50	00	Per the AMELP, at least a total of 50 persons at MoGE/ECZ trained on various EGRA tasks - including throughout the skills workshops and preparation for the midline EGRA
Indicator 3.2: % of EGRA tasks implemented by ECZ staff	Custom	n/a	n/a							33%	27%	At baseline, ECZ participated in 3 out of the 11 EGRA tasks (27%), including the EGRA Tool adaptation and validation, 3 staff participated in EGRA Baseline Training and four ECZ staff supported the dissemination of the Baseline EGRA results. Per the AMELP, EGRA tasks accumulate over the two rounds of EGRA, with the target that ECZ conduct 33% of all tasks by the end of Year 2.
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							1,000 schools sampled with up to 20 learners in each	00	In Year 2, 1,000 schools sampled with up to 20 learners in each school assessed in one of the seven languages of instruction. This will form denominator for calculating the indicator at midline. Assessments provide data for

										assessed school		calculating numerator reported in 2021.
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## ANNEX 2. SUCCESS STORY

### Empowering Zambian Ownership of Education Research Priorities: Adaptation Workshop

USAID Education Data activity held a six-day workshop to adapt, translate, and validate assessment tools for the ECE research study in December 2019. The adaptation workshop was held on December 12-13, 2019 and was the first of the three workshops conducted with the aim to adapt the assessment tools for a Zambian educational context.

Thirteen MoGE and UNZA staff attended the adaptation workshop led by Dr. Francis Sampa, Program Manager/Team Lead, and Mi-Mi Saunders, Deputy Program Manager. The adaptation workshop began with an overview of the research study design and questions and emphasized potential benefits the results may have to inform MoGE decision-making in support of Zambia's youngest learners. Participants understood how each research study tool aligned to the research study design and how the study aligns to MoGE research priorities as outlined by the MoGE Research Coordinating Committee. The adaptation workshop empowered participants to collaboratively own the process of ensuring research tools are appropriate for Zambia and align to MoGE standards, principles, and current education practices.



To encourage participant ownership of the tools adaptation process, the Directorate of ECE chaired the workshop and presented an overview of ECE curriculum, standards, and classroom conditions according to the National Literacy Framework. With a shared understanding of ECE conditions, participants divided into groups to discuss the suitability and applicability of the tools according to the Zambian context. Participants debated various tool items and strengthened their understanding of ECE curriculum and practices by checking group discussions according to national ECE materials. Participant groups then presented their final recommendations for adaptation, resulting in productive discussions that enabled the entire group to reach unified responses among five distinct MoGE units.

The adaptations workshop not only empowered the MoGE to conduct research and present researched recommendations, but also helped strengthen collaboration between the Education Data activity and the MoGE. As Teacher Education, Planning, CDC, ECZ, and ECE played paramount roles to adapt the tools, all participants expressed a keen interest to stay continually involved, particularly the Directorate of ECE. The Directorate expressed their approval of the study and reported that this is the first research study the Directorate of ECE will conduct. Through working in close collaboration with the MoGE to jointly plan activities, Education Data activity hopes to encourage MoGE to utilize research findings to inform decision-making.



## 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 USAID Let's Read Project 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/Zambia

### REPORT PERIOD DELIVERABLES AND RESULTS

No activities to report during this period of performance.

### SUCCESSSES

During this performance period, USAID Education Data activity worked with MoGE officials to successfully finalize the ECE research study tools. Education Data activity engaged 13 participants in the IDELA and MELE tools adaptation from December 12–13, 2019. From December 16 – 17, 2019, Education Data activity engaged six in the translation of the IDELA tool in Cinyanja and Silozi. From December 19 – 20, 2019, Education Data activity engaged ten participants in the validation of the tools. The objectives of the workshops were to share the design of the ECE research study with the participants, ensure the tools were aligned to the Zambian context, translate the IDELA tool in Cinyanja and Silozi languages of instruction, and verify the adapted and translated tools for accuracy and appropriateness for Zambian learners. By the end of the workshops all the objectives were successfully met, and all participants validated the tools for Zambian use.

### CHALLENGES

1. **Engaging Key stakeholders in activities:** Finding suitable time to work with MoGE staff posed a challenge given competing activities and holiday schedules. Education Data activity worked through this obstacle by negotiating the terms and conditions of the workshop, including timelines for work to be completed.

### LESSONS LEARNED

- Frequent and streamlined communication 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.
- Regarding the tools adaptation, translation, and validation workshops, it is important to provide participants with background knowledge of the project and/or MoGE current policies and standards prior to conducting brainstorming and discussion activities. Doing so allows all participants to have a basis of knowledge consistent with current policy, resulting in informed discussion and participation.

## NEXT QUARTER KEY ACTIVITIES

<b><i>Interventions</i></b>	<b><i>Tentative Dates</i></b>
Preparation for the ECE assessor training and baseline data collection	January 2 – 31, 2020
Train Assessors for ECE research study data collection	February 3 - 7, 2020
Conduct dry runs in the provinces for ECE research study	February 9 - 10, 2020
Conduct data collection for ECE research study	February 11 – 28, 2020
Clean and analyze data for ECE research data	March 1 – June 30, 2020

## ANNEX 4. PLANNED MONITORING SCHEDULE FOR NEXT QUARTER

Education Data activity's conducts data quality assessments on a regular basis per the timelines set out in the AMELP. In the next quarter, January - March 2020, no DQA assessments are scheduled to take place. The next DQA that is scheduled to be conducted is listed in the table below.

#	Location	Date	Visit type/purpose	Point(s)-of-Contact	Issues/Comments
1	Lusaka	June 30, 2020	DQA of Indicator <b>2.2:</b> Number of research studies completed	Dr. Francis Sampa, USAID Education Data, +260977606519. Email: fsampa@devtechsys.com	



## ANNEX 5. PRELIMINARY ANALYSIS OF ADDITIONAL FIVE PROVINCES

**Source:** Ministry of General Education, Directorate of Information and Planning, Compiled 2019 master lists provided by District Education Boards

**TABLE A. POPULATION SCHOOLS BY LANGUAGE, AND DISTRICTS AND PROVINCE**

PROVINCE	DISTRICTS	NAME OF DISTRICTS	LANGUAGE OF INSTRUCTION		POPULATION SCHOOLS (NUMBER)	SCHOOL TYPE			LOCATION		
			ESTIMATE	VERIFIED BY MOGE		GRZ	COMMUNITY	UNKNOWN	URBAN	RURAL	UNKNOWN
Central	12	Chitambo, Kabwe, Kapiri Mposhi, Luano, Mkushi, Ngabwe, Serenje, Sibuyunji, Chisamba, Iteshi-Tezhi, Chibomo, Mumbwa	Icibemba	No	1,176	839	329	8	77	1004	95
Copperbelt	10	Chililabombwe, Chingola, Kalulushi, Kitwe, Luanshya, Lufwanyama, Masaiti, Mpongwe, Mufulira, Ndola	Icibemba	No	827	528	292	7	429	398	0
Northern	12	Chilubi, Kaputa, Kasama, Lunte, Lupososhi, Luwingu, Mbala, Mporokoso, Mpulungu, Mungwi, Nsama, Senga	Icibemba	No	939	807	122	10	109	826	4

Luapula	12	Lunga, Chifunabuli, Samfya, Mansa, Mwansabombwe, Chipili, Kawambwa, Nchelenge, Chembe, Chienge, Mwense, Milenge	Icibemba	No	645	494	146	5	38	299	308
Lusaka	7	Chilanga, Chirundu, Chongwe, Kafue, Luangwa, Lusaka, Rufunsa	Cinyanja	No	749	292	450	7	520	229	0