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Transforming Teacher Education Activity Monitoring, Evaluation and Learning Plan

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AOR Name: Sarah Crites

Submitted by: Stephanie Zuilkowski, Project Director

Florida State University

Learning Systems Institute, University Center C4600, Tallahassee, Florida 32306

Tel: +1 (850) 644-2570

Email: szuilkowski@fsu.edu

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ACRONYMS

AMEP	Activity M&E Plan
CHAU	Chalimbana University
COE	College of Education
EGR	Early Grade Reading
FSU	Florida State University
HOD	Head(s) of Department
HOS	Head(s) of Section
LOI	Language of Instruction
NGO	Non-Governmental Organization
PAR	Participatory Action Research
PIRS	Performance Indicator Reference Sheet
PLC	Professional Learning Circles
RF	Results Framework
SOE	School of Education
SOW	Statement of Work
TEI	Teacher Education Institution
TTE	Transforming Teacher Education
TWG	The Working Group
UNZA	University of Zambia
USAID	United States Agency for International Development
USG	United States Government

I. INTRODUCTION TO THE ACTIVITY MEL PLAN

The purpose of this Activity Monitoring, Evaluation, and Learning Plan is to describe how TTE will track progress toward the stated results for the full five years and utilize collaboration, learning and adapting throughout the activity. The AMELP will adhere to USAID policies and guidelines that are relevant to monitoring, evaluation and learning, including those related to evaluation, gender equality, open data, protection of human subjects, and data quality.

The AMELP defines the roles and responsibilities of TTE and other stakeholders, describes quality control mechanisms and data collection processes, establishes reporting schedules, and lays out a collaborative process for working with USAID. The AMELP is a dynamic and flexible document that we will update throughout the activity's implementation. We may incorporate new targets based on activity performance and results as well as changes in the mission's priorities.

Activity Description

The objective of Transforming Teacher Education (TTE) is to strengthen the capacity of Zambia's pre-service teacher training institutions to improve student learning outcomes. Despite significant investments in early grade literacy in Zambia, pre-service teacher education has largely been excluded from those programs. TTE aims to align pre-service education with current, evidence-based practices in primary schools and in-service education programs. This activity will help to ensure that all teachers will enter the classroom prepared to help children learn how to read and to provide safe learning environments more broadly.

TTE's logical framework has three sub-objectives:

1. TTE will equip targeted colleges of education (COEs) and university faculty and lecturers with the skills and experience necessary to deliver effective instruction to teachers in training. This will be done by offering several types of education and training for lecturers, including six-month residencies at Florida State University (FSU), graduate-level foundational courses on reading to be delivered in Zambia, study tours, and scholarships for master's programs in the College of Education at Florida State University.
2. TTE will standardize, align, and link practical, evidence-based, pre-service teacher training and content with the primary school literacy curriculum. This will involve revisions to the Language and Literacy and Practicum courses at the COEs and universities, training for lecturers on the new materials, provision of text resources to COEs and universities, and the development of Centers of Excellence in Pre-Service Teacher Education.
3. TTE will equip pre-service teachers in Colleges of Education and universities with the professional skills necessary to deliver quality literacy instruction in primary schools. TTE will do this by scaffolding closer relationships with demonstration schools, creating feedback loops that will better serve the demonstration schools, the COEs/universities, and the student teachers alike. Anticipated results include

improved knowledge and pedagogy regarding early grade reading instruction among lecturers and pre-service teacher education students, greater capacity among lecturers to conduct research relevant to early grade reading and pre-service teacher education, professional learning networks among lecturers, and increased knowledge of teacher professional ethics. It is expected that these results will positively impact student learning outcomes as the newly trained teachers enter classrooms in the coming years.

I.1 Logical Framework

Objective: Strengthen the capacity of Zambia's pre-service teacher training institutions to improve student learning outcomes			
Sub- Objective	Issues/ Obstacles/ Critical Assumptions/ Risks	Intermediate Results/ Mitigating Strategies	Indicators/ Milestones
<p>Sub- Objective 1.1: Equip targeted Colleges of Education and university faculty and lecturers with the skills and experience necessary to deliver effective instruction to teachers in training</p>	<p>Pre-service has been largely left out of previous and current EGR projects.</p> <p><i>Assumptions:</i> U.S. visas will be available for faculty attending FSU residencies and study tours; COEs/universities will be willing to let faculty attend.</p> <p><i>Assumption:</i> The lecturers will commit to a minimum of two years of continued employment in their respective COEs without being transferred or voluntarily leaving their positions. They will sign a letter of commitment confirming this, with copies sent to the Permanent Secretary and Principal of their college/university.</p>	<p>A total of six (6) lecturers from the University of Zambia (UNZA) (2), Chalimbana University (CHAU) (2), and targeted COEs (2) will be selected to participate in six-month residencies at FSU.</p>	<ul style="list-style-type: none"> Lecturers become knowledgeable about current research in primary grades reading and examine different models of academic program development, curricular content, and program design in reading. Lecturers' observations of approaches to teaching reading instruction in U.S. COEs will inform teacher training structures and practices in Zambia. Lecturers return to Zambia prepared to engage in participatory action research projects in collaboration with TTE staff. Lecturers engaged in residencies commit to a minimum of two years of continued employment in their respective COEs or universities and participate in continuing professional development activities to reinforce their skills, both through in-person and distance learning, coaching, and mentoring.
		<p>Foundational Literacy trainings in Zambia: a graduate-level course on early grade reading will be provided to approximately 45 lecturers and other stakeholders.</p>	<ul style="list-style-type: none"> Invited lecturers attend trainings. Lecturers understand research behind the current reading curriculum, how to teach reading in the early grades, how to use assessment data to guide instruction, and how to train teachers. Lecturers and stakeholders prepared to engage in participatory action research projects in collaboration with TTE staff.
		<p>Professional Learning Circles (PLCs) will be established with Foundational Literacy course participants. TTE staff will support PLCs throughout the project, sending materials related to the topics of interest for group review and moderating discussions.</p>	<ul style="list-style-type: none"> PLCs participants engage in study of topics such as: reading comprehension issues, teaching in multilingual settings, or pedagogy for teacher training. PLCs participants provided opportunities to connect across COEs/universities and provinces and engage in participatory action research projects.
		<p>Four (4) full scholarships will be provided for COE Lecturers to obtain one of two master's degrees at FSU: Master's in Curriculum and Instruction with a focus in Elementary Education Master's in Instructional Systems and Learning Technologies</p>	<ul style="list-style-type: none"> Four lecturers with primary school teaching experience will receive graduate degrees, enhancing their advancement opportunities at COEs. Lecturers who receive scholarships will commit to a minimum of two years of continued employment in their respective COEs or universities and will participate in continuing professional development activities to reinforce their skills, both through in-person and distance learning, coaching, and mentoring.
		<p>Two (2) two-week study tours for up to ten (10) faculty (and potentially COE/university administrators) each will be executed.</p>	<ul style="list-style-type: none"> Faculty/Lecturers/administrators provided opportunities to observe teacher training courses, meet with reading and other teacher training faculty, learn about current educational technologies, and visit research centers on campus. If possible, these will coincide with a major academic conference related to reading (e.g., International Literacy Association, American Educational Research Association, etc.) and participants will be exposed to current, evidence-based research on early grade reading and able to network with peers from around the world.

<p>Sub- Objective 1.1: <i>Continued</i></p>	<p>COEs need better, current, evidence-based resources.</p> <p>A mismatch exists between what students learn in COE and what teachers are doing in the classroom.</p>	<p>Early grade reading resource libraries will be established or enhanced in each COE and university.</p>	<ul style="list-style-type: none"> ● Lecturers and student teachers receive access to key texts in early grade reading, research methodology references, curricular examples, and children’s reading books in Zambian languages specific to each institution. ● Lecturers and student teachers receive access to full sets of all instructional materials produced by Let’s Read. ● Improved alignment between pre-service training and approaches that will be used in early grades classrooms.
<p>Sub- Objective 1.2: Standardize , align, and link practical, evidence-based, pre- service teacher training and content with the primary school literacy curriculum</p>	<p>Changes in approaches to reading instruction across the last several decades has left a mix of philosophies of reading in their wake.</p> <p><i>Assumptions:</i> Practicum is currently unstructured with weak oversight. COEs need better, current, evidence-based resources. Lack of connection between pre-service training and actual school practice, particularly for primary schools. Many lecturers have secondary experience, not primary, and therefore little experience teaching reading</p>	<p>Baseline assessment of the target COEs and universities will be completed.</p> <p>A technical working group (TWG) for stakeholders in early grade reading will be convened, including representatives of the Ministry of General Education, USAID/Zambia, Let’s Read, NGOs, and other stakeholders.</p> <p>A new faculty guidebook for Language and Literacy and corresponding student teacher texts for the COEs and universities will be developed.</p> <p>A new faculty guidebook for Language and Literacy and corresponding student teacher texts for the COEs and universities will be developed.</p>	<ul style="list-style-type: none"> ● Existing strengths, resources and challenges, faculty knowledge and practices, and pre-service teachers’ needs identified. ● Lecturers at each COE and university responsible for teaching reading pedagogy identified. ● Courses identified in which reading pedagogy skills are taught. ● Lecturers who teach the Language and Literacy course (within the primary teaching diploma program of study) and those who supervise student practica identified and targeted for intervention activities. ● TWG established. ● TWG meets regularly. ● The TWG ensures that TTE is aware of and informed by efforts that are currently underway to change approaches to reading instruction in Zambian primary schools. ● Materials produced and distributed. ● Faculty guidebooks provide scaffolding and text samples from the early grades curriculum to help the lecturers align their instruction with real-world early grades instruction in Zambia. ● Examples from the Let’s Read basic reading package and approaches from Teaching at the Right Level (TARL) included in materials. ● Connection between pre-service materials and classroom practice improved. ● Lecturers’ instruction shifted away from a lecture-reliant approach due to new activities that require pre-service teachers to take more control of their own learning and to practice instructional strategies in their classes. ● Materials produced and distributed. ● Faculty guidebooks provide scaffolding and text samples from the early grades curriculum to help the lecturers align their instruction with real-world early grades instruction in Zambia. ● Examples from the Let’s Read basic reading package and approaches from Teaching at the Right Level (TARL) included in materials. ● Connection between pre-service materials and classroom practice improved. ● Lecturers’ instruction shifted away from a lecture-reliant approach due to new activities that require pre-service teachers to take more control of their own learning and to practice instructional strategies in their classes.

Sub- Objective 1.2: <i>(continued)</i>		<p>A new faculty guidebook for Language and Literacy and corresponding student teacher texts for the COEs and universities will be developed.</p>	<ul style="list-style-type: none"> ● Materials produced and distributed. ● Faculty guidebooks provide scaffolding and text samples from the early grades curriculum to help the lecturers align their instruction with real-world early grades instruction in Zambia. ● Examples from the Let's Read basic reading package and approaches from Teaching at the Right Level (TARL) included in materials. ● Connection between pre-service materials and classroom practice improved. ● Lecturers' instruction shifted away from a lecture-reliant approach due to new activities that require pre-service teachers to take more control of their own learning and to practice instructional strategies in their classes.
		<p>A series of trainings to familiarize the lecturers with the new materials for Language and Literacy will be provided.</p>	<ul style="list-style-type: none"> ● Invited lecturers attend trainings. ● Lecturers are provided opportunities to discuss the science of reading, the new Language and Literacy content, and pedagogy for teacher training more generally. ● Lecturers practice instruction with the new lessons. ● Lecturers discuss topics such as gender sensitivity, ensuring student safety in colleges of education, and lecturer conduct.
		<p>Videos of evidence- based reading instruction by Zambian teachers in various types of schools will be created and distributed.</p>	<ul style="list-style-type: none"> ● Videos produced and distributed. ● Videos provide needed support to the faculty members, as well as to student teachers: Lecturers and student teachers receive opportunities to learn from video demonstrations of specific skills, such as how to pronounce letter sounds, how to conduct formative assessment or how manipulatives can be used to build spelling skills.
		<p>Centers of Excellence will be established at target universities and select COEs</p>	<ul style="list-style-type: none"> ● Centers of Excellence established. ● Centers serve as bases for continuous professional development and support effective instructional practices and provide coaching and mentoring across several COEs. ● Centers support the use of appropriate information and communication technology, including video lessons, virtual classrooms, open-source learning platforms, and virtual learning exchanges.

Sub- Objective 1.3: Equip pre-service teachers in Colleges of Education and universities with the professional skills necessary to deliver quality literacy instruction in primary schools.	<p>A mismatch exists between what students learn in COE and what teachers are doing in the classroom, causing problems in student teacher practica.</p> <p>The education system lacks safety and support, particularly for girls.</p>	<p>A series of materials to be used over the course of the practicum will be developed and one-week trainings for lecturers who supervise the practica will be provided.</p>	<ul style="list-style-type: none"> ● Practicum materials produced and distributed. ● COE/university students become more reflective about what they are learning and their strengths and weaknesses in the classroom, through practicum activities and assignments. ● Lecturers and supervisors are able to use materials and provide timely, appropriate feedback to student teachers during the practicum. ● All feedback documented to monitor progress over time: pre-service teachers meeting minimum expected standards. ● COE/university students report and reflect on feedback from mentor teachers.
		<p>A monitoring and mentoring program will be designed and implemented by TTE.</p>	<ul style="list-style-type: none"> ● New monitoring and mentoring system developed. ● The new system leads mentor teachers and their pre-service trainees to have at least three positive, non-evaluative, developmental discussions about teaching practices per semester. ● In each session, the mentor teacher gives the pre-service trainee specific areas to focus on, and then revisits these points at subsequent visits. ● Pre-service teachers identified as struggling are referred for more intensive phone coaching by a COE/university faculty member.

	<p>Connections with demonstration schools are weak and largely one directional</p> <p>Lack of a feedback loop contributes to the disconnect between the institutions that train teachers and the schools where they complete their practica and may work in the future.</p>	<p>The TTE activity will build linkages between the demonstration schools and the COEs/universities.</p>	<ul style="list-style-type: none"> ● Demonstration schools provide opportunities for COE/university students to work with primary school children throughout their programs. ● COE/university students work with struggling early grade readers, providing a service to the demonstration school while also observing how children develop reading skills. ● Model/demonstration schools offer opportunities for COE/university students to observe actual instruction in primary grade classrooms. ● Observation of reading instruction built into the Language and Literacy course guide, providing a structured observation experience. ● Demonstration school teachers invited to the COEs as guest lecturers. ● Expert primary grade teachers valued for their expertise, and their advice used to prepare the COE/university students for what they will see in the classroom, both during their practicum and as a full-time teacher.
<p>Sub- Objective 1.3: (continued)</p>	<p><i>Assumption:</i> Demonstration schools are willing to engage more in providing feedback and support to pre-service teachers.</p>		<ul style="list-style-type: none"> ● Sufficient early grade reading books supplied to the demonstration schools (as needed) to allow COE/university students to work with children one-on-one or in small groups. ● Demonstration schools and COEs/universities benefit from the linkage in a more balanced way, with positive outcomes for pre-service teachers.
	<p>School conditions are poor, particularly in rural areas.</p>	<p>TTE will provide demonstrations and discussions on:</p> <ul style="list-style-type: none"> ● how to make low- or no-cost manipulatives for use in early grade reading instruction. ● community outreach around literacy, parent participation in education. <p>ways that parents and others can contribute to literacy development, even if community literacy levels are low.</p>	<ul style="list-style-type: none"> ● Content included in Language and Literacy course materials. ● Pre-service teacher trainees knowledgeable about providing student-centered instruction and differentiating instruction in low-resource settings, such as many of Zambia’s rural schools. ● COE/university students knowledgeable about the importance of community support for children’s literacy. ● COE/university students prepared to engage in a positive manner with the families of their future students.
	<p>Teachers hold key roles in the communities where they are posted. Teacher professionalism in attitudes and behaviors is an important component of high-quality teacher training. The education system lacks safety and support, particularly for girls.</p>	<p>TTE will include the core principles of teacher professionalism, as defined by the Teaching Council of Zambia, in the course materials developed and trainings conducted.</p>	<ul style="list-style-type: none"> ● Code of Conduct and Professionalism included in trainings and course materials. ● Teachers from demonstration schools guest lecture at the COEs on teacher professionalism and school safety for all students, especially girls. ● Pre-service teachers aware of core principles of teacher professionalism. ● Teacher trainees exhibit core principles of teacher professionalism during practica.
	<p>Teaching not a career of choice for many students, but is chosen because they do not get accepted into higher prestige majors or colleges/ universities.</p>	<p>TTE will engage with stakeholders to support efforts to recruit strong candidates to teacher education programs.</p>	<ul style="list-style-type: none"> ● Candidates with stronger academic preparation enter the teacher pipeline, resulting in less remedial work required in the academic areas at the COEs (e.g., reviewing primary grades mathematics and basic literacy skills) and more time focused on developing content knowledge and pedagogical skills.

Sub- Objective 1.3: <i>(continued)</i>	<p>Recruitment and deployment issues exist in the teacher pipeline: Delay in hiring National deployment leads to LOI problems</p> <p><i>Assumption:</i> government deployment policies are malleable.</p>	<p>TTE consortium will engage with USAID/Zambia and the Zambian government to discuss teacher hiring and deployment policies and practices and negotiate accelerated deployment programs for highly- qualified graduates of pre-service teacher education programs.</p>	<ul style="list-style-type: none"> ● A path established for top graduates to receive priority placement. ● This results in improved quality of those entering the pipeline, in terms of academic background. ● Those exiting the pipeline with strong skills begin to make an impact in the classroom in a more timely manner.
	<p>Lecturers have little opportunity to conduct research. A dearth of contextually relevant and rigorous research exists to inform the training of pre-service teachers.</p> <p><i>Assumption:</i> lecturers are interested in conducting collaborative research.</p>	<p>The TTE activity will engage COE/university lecturers, COE/university students, and demonstration school teachers in a series of participatory action research studies.</p>	<ul style="list-style-type: none"> ● Opportunities provided for COEs and universities to engage in discussions around gender, the role of teachers in Zambian society, and other issues central to ensuring a strong pipeline of well-qualified teachers are provided. ● Lecturers and faculty are provided opportunities to engage in rigorous education research. ● Research skills of COE/university lecturers developed and strengthened. ● Contextually relevant and useful evidence for early grade reading instruction is produced by the PAR teams. ● Research findings contribute to the body of knowledge regarding best practices in early grade reading instruction and teacher training.

Baseline Activities

A baseline assessment will be completed in the first half of 2021. This will include a situation analysis with each of the 10 colleges and two universities to determine the existing strengths, resources and challenges, faculty knowledge and practices, and pre-service teachers' needs. The research questions for the Situation Analysis are:

- 1) At each COE/university, what is the current state of the capacity of teacher educators to teach EGR and reading/literacy courses to pre-service (student) teachers?
- 2) At each COE/university, what is the current instructional methodology used in the college classroom?
- 3) At each COE/university, what resources are available and applicable to evidence-based instructional methods to teach reading/literacy skills?
- 4) What is the mechanism for enacting change to improve pre-service teachers' knowledge, skills, and attitudes related to the teaching of reading/literacy skills?

Using surveys, focus group discussions and observations and interviews, TTE will gather and analyze these data to answer the research questions, understand the starting point for the participants who will engage in different activities throughout the life of the project, and inform the approach used by the project. These data will also provide a way for TTE to measure change in knowledge, attitudes and practices exhibited by the lecturers, to contribute to internal project learning about what is impacting change at the Colleges of Education.

The project will also analyze the current reading curriculum and pre-service materials including the national guidelines for teacher education in Zambia as they relate to the teaching of early grade literacy skills. This review will be used to inform the new faculty guidebooks and student teacher texts for the COEs and universities.

2. MONITORING SECTION

The overall purpose of the TTE project is to strengthen the capacity of the Zambian pre-service teacher training institutions. TTE will monitor progress through the life of the project. We propose eight output indicators and one outcome indicator to measure progress throughout the project.

2.1 Performance Monitoring Indicators

The performance monitoring indicators were selected to show key areas the project will reach in terms of institutions and beneficiaries.

Performance Monitoring Indicators							Targets						
No Standard/ Custom	Performance Indicator	Indicator Type	Data Collection Methodology	Unit of Reporting	Disaggregation	Reporting Frequency	Base-line Value	YR 1	YR 2	YR 3	YR 4	YR 5	LOP
Objective: Strengthen the capacity of Zambia's pre-service teacher training institutions to improve student learning outcomes													
Custom	Percent of lecturers with change in knowledge, attitudes and/or practices relating to the teaching of language and literacy to student teachers.	Outcome	Survey	Percentage of lecturers with improved scores on survey	Sex	YR1, 3, 5	0%	0%	0%	30%	0%	60%	60%
Custom	Number of Centers of Excellence established	Output	Monitoring Reports	Number of Centers established	none	YR 1, 4, 5	0	0	0	0	4	4	4
ES 1-3 Standard	Number of learners in primary schools or equivalent non-school based settings reached with USG education assistance.	Output	Attendance Registers	Number of learners	Sex	Annual	0	0	0	6,000	6,000	6,000	18,000
Sub-Objective 1.1: Equip targeted Colleges of Education and university faculty and lecturers with the skills and experience necessary to deliver effective instruction to teachers in training													
Sub-Objective 1.2 Standardize, align, and link practical, evidence-based, pre-service teacher training and content with the primary school literacy curriculum													
ES. 2-1 Standard	Number of host country higher education institutions receiving capacity development support with USG assistance.	Output	Activity Monitoring Reports	Number of institutions	Type of institution (public HEI)	Annual	0	12	12	12	12	12	12
ES. 2-2 Standard	Number of individuals attending higher education institutions with USG scholarship or financial assistance.	Output	Activity Monitoring Reports	Number of individuals	Type of program (attending US HEI, short-term programs, long-term programs)	Annual	0	2-RES	2- MA 6-RES	2-RES 4-MA	10-ST 4- MA	10-ST 2-MA	20-ST 4-MA 6-RES

ES 2-52 Standard	Number of individuals affiliated with higher education institutions receiving capacity development support with USG assistance.	Output	Activity Monitoring Reports	Number of individuals	sex, type of individual (admin, faculty, staff, researcher, post-doc)	Annual	0	45	45	45	45	45	45
Sub-Objective 1.3 Equip pre-service teachers in Colleges of Education and universities with the professional skills necessary to deliver quality literacy instruction in primary school													
ES. 1-12 Standard	Number of education administrators and officials who complete professional development activities with USG assistance.	Output	Activity Monitoring Reports	Number of administrators and officials	Sex	Annual	0	5	5	0	0	0	5
ES. 1-50 Standard	Number of public and private schools receiving USG assistance.	Output	Activity Monitoring Reports	Number of schools	Type of school (pre-primary, primary, secondary, public, private)	Annual	0	0	12	12	12	12	12
ES. 1-6 Standard	Number of educators who complete professional development activities with USG assistance.	Output	Activity Monitoring Reports	Number of teachers	Sex, Type of Educator (student teachers)	Annual	0	5	5	5	1205	1200	2405

2.2 Indicator Reference Information

The Performance Indicator Reference Sheets show TTE's projected approach to collecting and reporting on the outcome and output indicators selected. These can be found in Annex A.

2.3 Indicator Baselines and Targets

Targets for the TTE project will be set following the baseline data collection. The situation analysis will provide relevant biographical data about the participants. Once that baseline situation analysis report is final, the targets can be drafted and shared for review and finalization.

3. EVALUATION SECTION

3.1 Evaluation Plan

The TTE project will focus on learning throughout each activity rather than evaluating. One area that TTE is intent on measuring is how the lecturers' knowledge, attitudes, and skills change over time as a result of their engagement with the TTE capacity development activities. To determine if the activities have been able to change the knowledge, attitudes and practices of all lecturers in the language and literacy departments, TTE will conduct a baseline survey of key areas of KAP that will be addressed through the new curriculum and pedagogical approaches taught through the capacity development activities. Following the baseline, 45 lecturers will be selected to participate in the TTE activities for the five years. At midline (year 3) and endline (year 5) the same 45 lecturers will take the KAP survey to determine if they demonstrate any change.

This KAP will be administered by the TTE staff and UNZA lecturers. After analyzing the midline results, TTE will convey a learning session with all partners to show which areas lecturers are improving and what areas still need additional focus. This will inform the last two years of the project activities. At endline, the results will be presented to demonstrate what impact TTE has made in developing the capacity of the targeted colleges of education and universities.

4. LEARNING SECTION

The TTE team is structured in a way that promotes collaboration across implementing partners. FSU, UNZA, and School-to-School International are working closely together as an integrated team, rather than as separate units. Consequently, the partners will be continually in dialogue about the project, opportunities for collaborative research, and opportunities to learn from the project's progress during its course. The Technical Working Group (TWG) offers a formal opportunity to get feedback on these issues from a broader set of stakeholders, including representatives from the MOGE and other government agencies. Among other responsibilities, the TWG will approve the projects selected for the Participatory Action

Research (PAR) activities. This will ensure that the selected research topics are of broad interest and relevance to the central actors involved in pre-service teacher education in Zambia.

During the course of the TTE project, the activity's leadership team will look for opportunities to fill knowledge gaps related to the technical implementation approach, operating environments, and assumptions and risks. For example, one of the initial PAR projects will likely be on the teacher pipeline, examining recruitment to and graduation from COEs and subsequent teacher hiring patterns. This will fill the need for better data on the backlog in hiring of pre-service teachers into government schools. This data may be used for advocacy with the Zambian government and the development of suggested teacher hiring guidelines, with the goal of improving efficiency in the Zambian public education system. All of the PAR projects will feed into the collaboration, learning, and adapting process.

We will take advantage of additional opportunities to learn from data during the project. Through the baseline assessment, we will learn about the resources that the COEs and universities bring to pre-service teacher training as well as the challenges they face. We will use this information to more closely align materials and training with the lecturers' needs. Similarly, the pilot of the new monitoring and mentoring system for pre-service teachers in their practicum will allow us to make adjustments as necessary to produce a locally relevant and practical feedback system before its roll-out to all participating COEs/universities.

We anticipate that our approaches and activities will change over the course of the project, as a result of our focus on CLA. For example, as discussed above, our approach to the monitoring and mentoring program will be influenced by the pilot findings. The results of our monitoring and evaluation processes will also yield data that will be used during the activity. We will monitor lecturer learning over the course of various types of training, as an example, using the findings to tailor later trainings as appropriate. As the relationships with the demonstration schools develop, we may identify other opportunities to assess pre-service teacher performance during the practicum. Led by researchers, the TTE team will take advantage of all opportunities, both pre-planned and ad-hoc, to learn and improve over the course of the project.

5. DATA MANAGEMENT, REPORTING AND QUALITY ASSURANCE

5.1 Data Collection

The data collected during the situational analysis will include surveys (collected via interview with a data collector using a tablet); interviews (conducted one-on-one with a data collector and audio recorded); observations (conducted by a data collector tracking using a tablet-based tool) and focus groups (conducted in groups of 6-8 with one data collector and audio recorded). There will be follow-up with the 45 lecturers to measure their KAP throughout the duration of the project.

Data will be collected through abbreviated in-person campus visits by the TTE team and remote interviews, observations and surveys conducted by Heads of Sections at the COEs,

UNZA faculty and FSU team members. All traveling team members will be tested for COVID-19 prior to traveling and will observe a quarantine upon arrival back in Lusaka.

The traveling enumerators will be divided into two teams including TTE leadership, UNZA and Ministry of Education. The Head of Section at each COE will be responsible for facilitating surveys and recording class observations at the COE and demonstration schools. The remote enumerators will consist of UNZA and FSU team members. The traveling enumerators will wear masks and respect social distance during data collection. There will be no physical contact with participants and limited touching of items such as pens or tablets. Consent will be oral. Data collection activities will be conducted orally, electronically (via a tablet), or with paper. Participants will be provided sanitizer before and after handling any pens or tablets, and all items will be wiped down with sanitizer after use. Social distancing of at least 6 feet will be maintained at all times, including in focus groups. All data collection will take place outside. We will implement any additional protective measures that may be required by national mandates at the time of data collection, above and beyond what is discussed here.

The data that will be collected will include: surveys (collected by the HOS using a tablet); interviews (conducted one-on-one with an enumerator and audio recorded or remotely via Zoom); observations (conducted by the HOS using a tablet-based tool) and focus groups (conducted in groups of 4-8 with one enumerator and audio recorded).

All face-to-face research carries possible risk of COVID-19 transmission. However, we note that in Zambia, a national mask mandate requires masks in all public places, including while outside in public spaces, and compliance is high. The baseline study, which takes place at COEs on days when students and faculty are attending for their usual course activities, does not bring additional risk to the participants.

All US-based data collectors will be tested for COVID-19 prior to traveling, as this is a condition for entry into Zambia. The data collection team will wear masks during data collection. There will be no physical contact with participants nor touching of items such as pens or tablets, as consent and all data collection activities will be conducted orally (including the survey). Social distancing of at least six (6) feet will be maintained at all times, including in focus groups. We will implement any additional protective measures that may be required by national mandates at the time of data collection, above and beyond what it discussed here.

Project data management, including the ongoing tracking of individuals participating in the capacity development activities and the short- and long-term study programs, will be done by the M&E coordinator with the use of enrollment logs and mobile phone surveys.

5.2 Data Storage

Data storage and security will be the responsibility of the TTE project's Monitoring and Evaluation Coordinator, under the supervision of Dr. Zuilkowski, the Project Director. Data will be collected on tablets, uploaded to and stored on a secure server, and will not be transported on personal computers. TTE staff will have access to the deidentified data for analysis purposes. After the completion of the TTE project and the closure of the Lusaka office,

we will move the data to FSU servers for two years, before deleting the original data. No identifiable data, such as names, will be stored after the data has been uploaded to the central server and cleaned. For faculty, some background information on years of experience at the COE and in the classroom will be retained, and gender for both students and faculty. The data will be stored for the five-year length of the project (2020-2025), and then for an additional two years after the TTE project's completion, to allow for the finalization of publications.

5.3 Data Security

Data will be deidentified immediately upon upload to our secure server. All data files will be password protected and used only on password-protected project computers. All staff with access to the data will have CITI certificates.

5.4 Data Analysis and Use

The baseline data will be analyzed to set baseline values and determine the needs for each College of Education/University. We will use descriptive statistics to summarize survey and observation data, including percentages, means, and standard deviations. We will use Stata software to analyze the qualitative data. The qualitative data from focus groups and interviews will be analyzed using a thematic analysis approach. We will use Dedoose software to analyze the qualitative data. The results will be presented in a baseline report for review and approval by USAID. The same tools will be used again in Years 3 and 5 to show change over time.

APPENDIX A: PIRS

These performance indicator reference sheets will be updated as needed throughout the activities.

Indicator	Custom - Percentage of lecturers with demonstrate increased knowledge, attitudes and/or practices relating to the teaching of language and literacy to student educators.
Definition	<p>This indicator measures lecturers' knowledge, attitudes and practices to determine if there have been increase following their participation in the TTE activities.</p> <p>Knowledge – Information and skills acquired by a person through experience or education; the theoretical or practical understanding of a subject. This will measure what a lecturer knows about the way to teach language/literacy.</p> <p>Attitude – Attitudes are acquired characteristics of an individual. Attitude has been defined as a relatively enduring organization of beliefs around an object, subject, or concept which predisposes one to respond in some preferential manner.</p> <p>Practices – Actual application or use of an idea, belief, or method, as opposed to theories relating to it. This is how the lecturers will actually model reading instruction in the classroom.</p>
Unit of Measure	Percentage of lecturers who demonstrate a statistically significant change in knowledge, attitudes and/or practices
Indicator Type	Outcome
Reporting Type	percent
Baseline Timeframe	All lecturers participating in the cohorts will take a KAP baseline survey and then again in Y3 and Y5.
Reporting Frequency	Y1, Y3, Y5
Data Source	Knowledge, Attitude and Practices Assessment
Data Collection	The baseline data collection will take place with a team conducting the project's situational analysis. The KAP will be conducted again in YRs 3 and 5 with the TTE local team.
Disaggregate(s)	Number of males Number of females

Rationale for Targets:	After 2 years of working with the lecturers, it would be feasible to estimate that 30% of the those participating would demonstrate increases in one or more of the areas measured on the KAP and 60% after 5 years of the intervention.
Changes to Indicator:	
Other Notes:	
This sheet last updated on:	Dec 28, 2020

Indicator	Custom – Number of Centers of Excellence established
Definition	<p>This indicator measures the number of Centers of Excellence established by the TTE project.</p> <p>Center of Excellence – These are centers within the COEs and Universities that will serve as bases for continuous professional development and will support effective instructional practices and provide coaching and mentoring across several Colleges of Education. A center can be counted if it does any of the following: use of appropriate information and communication technology to support professional development including video lessons, virtual classrooms, open-source learning platforms; virtual learning exchanges between Centers of Excellence and COEs; mentoring programs; resource sharing among partner institutions.</p> <p>Selection of where to establish the Centers of Excellence will be based on engagement with and support of the activity, as demonstrated by efforts such as consistent lecturer participation in trainings, provision of space at the COE for trainings, participation in research and curriculum development activities, and demonstrated leadership and commitment in the area of early grade reading.</p>
Unit of Measure	Number of Centers of Excellence established
Indicator Type	Output
Reporting Type	Number
Baseline Timeframe	The baseline value is zero.
Reporting Frequency	Y4, Y5
Data Source	Activity Monitoring Visits
Data Collection	The project will track engagement of the Colleges of Educations to determine where to establish the Centers of Excellence. Once the sites are selected, TTE will monitor the Centers of Excellence to ensure use of the resources and materials are being utilized.
Disaggregate (s)	None

Rationale for Targets:	After year 3, the four sites will be selected and established in year 4.
Changes to Indicator:	
Other Notes:	
This sheet last updated on:	February 9, 2021

Indicator	ES.1-3 Number of learners in primary schools or equivalent non-school based settings reached with USG education assistance
Definition	<p>A learner is an individual who is enrolled in an education program for the purpose of acquiring academic basic education skills or knowledge. Learners who are enrolled in formal primary school, as defined by government policy, or the non-formal equivalent of primary school can be counted towards this indicator. This includes, but is not limited to, learners enrolled in government schools, NGO-run schools, religious schools, accelerated or alternative learning programs, so long as the school or program is designed to provide an education equivalent to the accepted primary-school curriculum.</p> <p>Learners enrolled in kindergarten should NOT be included under this indicator regardless of whether kindergarten is accepted and funded by the government as an integrated component of primary education. Instead, kindergarteners should be reported under ES.1-53: Number of learners in pre-primary schools or equivalent non-school based settings reached with USG education assistance.</p> <p>Learners should be counted if they are enrolled in primary or primary-equivalent education (as defined above), and they directly benefit from USG education assistance designed to support student acquisition of academic basic education skills and knowledge. Examples of USG education assistance that fall into this category can include, but are not limited to: pedagogical training for teachers; administrator training; the provision of teaching and learning materials (TLM); training teachers on continuous assessment and remedial instruction; support for tracking and teaching students by ability groups; support for policies and procedures that increase time on task; training and support of teacher coaches; work to reduce class size; work to improve the safety of schools; support for more inclusive school environments and better socio-emotional learning outcomes; strengthening of teacher and school incentive structures; interventions to impact system performance and service delivery that are designed to produce evidence-based, measurable outcomes at the classroom level; etc.</p> <p>When calculating this indicator, each learner should be counted only once for the year being reported. In other words, if a learner benefits from two overlapping reading programs or a reading program and a math program and each meets the criteria outlined here, the learner should be counted only once.</p> <p>This indicator should report all individual learners who were reached during the year being reported, even if some of these learners may also have been counted in previous years. In other words, if a student was counted towards this indicator in previous fiscal year, the student can be counted towards the indicator again in the current fiscal year.</p>
Unit of Measure	Number of learners. The unit will be cumulative over the life of the project.

Indicator Type	Output
Reporting Type	Number
Use of Indicator	This indicator provides a sense of the overall scale of students benefiting from USG education assistance. It will be used, along with other education-related standard indicators, to report progress and results in the education sector and supplement other reporting against the goals of the 2018 US Government Basic Education Strategy and 2018 USAID Education Policy to Congress. USG agencies, USAID/Washington, and USAID OUs will also use the results of this indicator to determine how best to target interventions and sub-populations (as reported under the indicator disaggregates).
Baseline Timeframe	The baseline value will be zero.
Reporting Frequency	Annual
Data Source	<ul style="list-style-type: none"> • Official Government Records, if they align with USG activity areas and targeted beneficiaries • Official reports from Implementing Partner(s)
Data Collection	The project will work with the partner colleges of education to create an enrollment database of the practica primary schools. The M&E coordinator will manage the annual survey of the enrollment starting in Year 3
Disaggregate(s)	Number of males ¹ Number of females ¹ ¹ All activities reporting on this indicator MUST report on sex disaggregates.
Rationale for Targets:	Once the lecturers have been able to implement the course materials, this is the estimated reach based on the number of student teachers and estimated enrollment in practica primary schools.
Known Data Limitations:	
Changes to Indicator:	None
Other Notes:	Will need to update the targets once the placement schools are determined.
This sheet last updated on:	Dec 28, 2020

Indicator	ES.2-1 Number of host country higher education institutions receiving capacity development support with USG assistance
Definition	<p>This indicator captures capacity development for the purpose of strengthening higher education, regardless of program area or funding stream.</p> <p>A "higher education institution" (HEI) is an organization that provides educational opportunities that build on secondary education, providing learning activities in specialized fields. It aims at learning at a high level of complexity and specialization. Higher education includes what is commonly understood as academic education but also includes advanced vocational or professional education that is not part of general or technical secondary education. This may include public or private universities, colleges, community colleges, academically affiliated research institutes, and post-secondary training institutes, including teacher training institutes.</p> <p>"Host country institution" refers to institutions receiving capacity development support. Institutions providing support should not be counted here. The institution should be counted (not individual components or departments). For example, if an activity is working with multiple departments within a single university, the university should be counted as a whole, not as individual departments.</p> <p>"Capacity" is the ability of people, organizations and society as a whole to manage their affairs successfully.</p> <p>"Capacity development support" is comprised of a range of activities, interventions, processes, and approaches that may include, but are not limited to: institutional partnerships, professional development, training, coaching, technical assistance, participatory assessments, process mapping and improvement, etc. These may be focused on a range of specific topics, including but not limited to: human resources, management and administration, instruction, research, technology transfer, translation of knowledge, infrastructure, fund raising, etc.</p> <p>A list of higher education institutions receiving support should be reported in the narrative associated with this indicator.</p>
Unit of Measure	Number of host country higher education institutions. The unit will be cumulative over the life of the project.
Indicator Type	Output
Reporting Type	Number

Baseline Timeframe	The baseline value will be zero.
Reporting Frequency	Annual
Data Source	Official Activity Reports
Data Collection	The project will work with the same 12 HEIs throughout the project. If that changes the M&E coordinator will update the project database.
Disaggregate(s)	<p>Number of public HEIs Number of private HEIs</p> <p>For the purposes of this indicator, the UNESCO/OECD definition of public and private educational institutions will be used. This definition may not be the same as local definitions:</p> <p>Private: Institution that is controlled and managed by a non-governmental organization (e.g. a church, a trade union or a business enterprise, foreign or international agency), or its governing board consists mostly of members who have not been selected by a public agency.</p> <p>Public: Institution that is controlled and managed directly by a public education authority or agency of the country where it is located or by a government agency directly or by a governing body (council, committee etc.), most of whose members are either appointed by a public authority of the country where it is located or elected by public franchise.</p> <p>The extent to which an institution receives its funding from public or private sources does not determine the classification status of the institution.</p>
Rationale for Targets:	10 Colleges of Education and 2 Universities were selected during the proposal phase.
Changes to Indicator:	None
Other Notes:	
This sheet last updated on:	Dec 28, 2020

Indicator	ES.2-2 Number of individuals attending higher education institutions with USG scholarship or financial assistance
Definition	<p>This indicator captures scholarships for the purpose of attending higher education, regardless of program area or funding stream.</p> <p>A "higher education institution" is an organization that provides educational opportunities that build on secondary education, providing learning activities in specialized fields. It aims at learning at a high level of complexity and specialization. Higher education includes what is commonly understood as academic education but also includes advanced vocational or professional education that is not part of general or technical secondary education. This may include public or private universities, colleges, community colleges, academically-affiliated research institutes, and post-secondary training institutes, including teacher training institutes.</p> <p>An individual may attend a higher education institution with USG-support in the US, in the individual's country of residence, or in a third country. A country of residence is where the individual resides, regardless of nationality or citizenship. A third country is a country that is neither the individual's country of residence or the US. These designations help USAID missions track investments within and outside the country in which they work.</p> <p>"Attending" a higher education institution can be for the purpose of long-term training or short-term training. Long-term training is defined as degree-earning coursework that requires six or more months of commitment. Short-term training is a training that is fewer than six months in duration, but typically a one-to-two week classroom-style course that is led by a professional instructor or technical expert with the goal of helping participants acquire new knowledge and skills in their area of employment.</p> <p>"USG scholarships and financial assistance" are defined as USG-funded, full or partial financial aid provided for a student to further his or her education. This includes financial assistance, waivers, or other support for experiential opportunities such as research assistantships, internships, apprenticeships, etc. This also includes assistance for expenses accrued while furthering one's education such as housing, health insurance, materials, etc. Such financial aid may be awarded based on a range of criteria (e.g. merit-based; needs-based; career-specific).</p> <p>"Individuals" are those who have received a scholarship or other form of financial assistance to attend a higher education institution in their own country or another country. This includes financial assistance to US citizens to study in another country and to citizens of other countries to study in the US, their own country, or a third country.</p>

	This indicator should report all individuals who received scholarships and financial assistance and attended courses or participated in an academic or training program.
	This indicator should report all individuals who received scholarships and financial assistance and attended courses or participated in an academic or training program at a higher education institution during the year being reported, even if some of these individuals may also have been counted in previous years. In other words, if a student is attending a higher education institution with current funding and was counted towards this indicator in a previous fiscal year, the student can be counted towards the indicator again in the current fiscal year.
Unit of Measure	Number of individuals attending HEIs
Indicator Type	Output
Reporting Type	Number
Baseline Timeframe	The baseline value will be zero.
Reporting Frequency	Annual
Data Source	Official reports from Implementing Partner(s)
Data Collection	The M&E coordinator will be responsible for tracking individuals who are selected and attend the residency, study trip and Master's programs.
Disaggregate(s)	<p>Number of individuals attending short-term programs</p> <p>Number of individuals attending long-term programs that yield a certificate (excluding certificates of completion), certification, diploma, or associate's degree</p> <p>Number of individuals attending long-term programs for postgraduate study (including master's, Ph.D., M.D., J.D., etc.)</p> <p>Number of males</p> <p>Number of females</p>
Rationale for Targets:	Over the life of the project there will be 4 individuals selected for the MA program, 6 individuals selected for residencies and 10 individuals selected for study tours.
Changes to Indicator:	None

Other Notes:	
This sheet last updated on:	Dec 28, 2020

Indicator	ES.2-52: Number of individuals affiliated with higher education institutions receiving capacity development support with USG assistance
Definition	<p>This indicator captures individual capacity development for the purpose of strengthening higher education, regardless of program area or funding stream.</p> <p>A "higher education institution" is an organization that provides educational opportunities that build on secondary education, providing learning activities in specialized fields. It aims at learning at a high level of complexity and specialization. Higher education includes what is commonly understood as academic education but also includes advanced vocational or professional education that is not part of general or technical secondary education. This may include public or private universities, colleges, community colleges, academically-affiliated research institutes, and post-secondary training institutes, including teacher training institutes.</p> <p>"Individuals affiliated with" refers to administrators, faculty, staff, researchers, or postdoctoral scholars who have a formal connection with one or more higher education institutions. All individuals from a higher education institution receiving capacity development support, as defined below, should be counted. This does not include undergraduate or graduate students who receive this capacity development as a component of their academic training.</p> <p>'Capacity' is the ability of people, organizations and society as a whole to manage their affairs successfully.</p> <p>'Capacity development support' for individuals in a higher education context is NOT a single event such as a training or a workshop. It is sustained and may be comprised of a range of activities, interventions, processes, and approaches that may include, but are not limited to: professional development, training, coaching, technical assistance, etc. These may be focused on a range of specific topics, including but not limited to: human resources, management and administration, instruction, research, technology transfer, translation of knowledge, infrastructure, fund raising, etc.</p> <p>The name of the primary higher education institution with which each individual is affiliated should be reported in the narrative associated with this indicator in order to prevent double counting. If more than one individual is affiliated with the same institution, that institution only needs to be listed once.</p>

Unit of Measure	Number of individuals affiliated with HEIs who attend the capacity building activities of TTE
Indicator Type	Output
Reporting Type	Number
Baseline Timeframe	The baseline value will be zero.
Reporting Frequency	Annual
Data Source	Official Activity Reports
Data Collection	The M&E coordinator will be responsible to track individuals from the HEIs who join the cohorts and will track attendance.
Disaggregate(s)	Number of males Number of females Number of administrators Number of faculty Number of staff Number of males under 30 Number of females under 30
Rationale for Targets:	The project has a capacity of to support 45 lecturers in the capacity development activities. The same 45 individuals should participate in the duration of the activities.
Changes to Indicator:	None
Other Notes:	
This sheet last updated on:	Dec 28, 2020

Indicator	ES.1-12 Number of education administrators and officials who complete professional development activities with USG assistance
Definition	<p>Education administrators and officials are individuals involved in the organization, management, operations, and support systems within the education system. They may be employed by public organizations (e.g. school, district, county, province/state, central Ministries/Departments of Education) or private organizations (e.g. school, NGO). Their roles do not involve teaching or direct instruction of students. Examples include, but are not limited to, the following: principals; superintendents; head teachers; coaches; trainers; inspectors; technical specialists; managers; etc.</p> <p>Completing professional development activities means that an individual has met the completion requirements of a structured training, coaching, or mentoring program as defined by the program offered. A certificate may or may not be issued at the end of a professional development activity.</p> <p>Education administrators and officials who benefit from the services or training delivered by the individuals or organizations directly trained by the partner as part of a deliberate service delivery strategy (e.g. cascade training) are counted.</p> <p>When calculating the total number of education administrators and officials each administrator and official should be counted only once (regardless of how many professional development activities he or she successfully completed).</p>
Unit of Measure	Number of individuals s who attend the capacity building activities of TTE
Indicator Type	Output
Reporting Type	Number
Baseline Timeframe	The baseline value will be zero.
Reporting Frequency	Annual
Data Source	Official Activity Reports
Data Collection	The M&E coordinator will be responsible to track individuals from the MOGE who join the cohorts and will track attendance.
Disaggregate(s)	Number of males Number of females

Rationale for Targets:	The project is directed at HEI lecturers and to ensure sustainability, will include 5 MOGE officials. The same 5 individuals should participate in the duration of the activities.
Changes to Indicator:	None
Other Notes:	
This sheet last updated on:	Dec 28, 2020

Indicator	ES.1-50: Number of public and private schools receiving USG assistance
Definition	<p>The purpose of this indicator is to facilitate reporting on the balance of public and private schools that receive USG assistance. When reporting on this indicator, it is essential that the public/private disaggregations are reported along with the overall value. If all assistance goes to one category or the other, then report the full number for one disaggregate and zero for the other.</p> <p>A “school” is a single location or setting where organized educational activities take place for the purpose of conveying academic basic education skills or knowledge to learners. In this document, the word “school” is used as a matter of convenience to include both traditional schools as well as non-traditional or non-school environments where organized learning takes place. Schools can be counted as contributing to this indicator if they are settings where one or more of the following organized educational activities take place: formal or non-formal equivalent of pre-primary, primary, or secondary-school. This includes, but is not limited to, learners enrolled in government schools, NGO-run schools, schools run by faith-based organizations, for-profit schools, and accelerated or alternative learning programs, so long as the school or program is designed to provide an education equivalent to accepted objectives of formal learning at the pre-primary, primary, or secondary levels.</p> <p>If multiple school levels and/or formal/non-formal combinations are serviced at a single location and governed by a single entity, these combinations should be counted as a single school. For example, a school that provides both primary and secondary-level classes at a single location and is managed by a single governing body should be counted as one school. Likewise, if both formal and non-formal learning take place in a single location and the formal and non-formal components are both managed by a single governing body, the combination should be counted as a single school.</p> <p>If separate governing bodies manage distinct learning activities that take place at a single location, each should be counted as a distinct school. For example, if a building is used to offer formal education governed by a public board during the day, and is used to offer non-formal education governed by a private NGO in the evening, this should be considered two distinct schools operating at the same location. Depending on the nature of the programming one or both locations may be receiving foreign assistance.</p>

	<p>If a single administrative unit or business unit operates multiple individual schools with distinct locations, each school should be counted separately. For example, if a private education provider runs three campuses, each campus should be counted separately. Likewise, if an elected school board manages several individual schools, each should be counted separately.</p> <p>For the purposes of this indicator, the UNESCO/OECD definition of public and private educational institutions will be used. This definition may not be the same as local definitions:</p> <p>Private: Institution that is controlled and managed by a non-governmental organization (e.g. a church, a trade union or a business enterprise, foreign or international agency), or its governing board consists mostly of members who have not been selected by a public agency.</p> <p>Public: Institution that is controlled and managed directly by a public education authority or agency of the country where it is located or by a government agency directly or by a governing body (council, committee etc.), most of whose members are either appointed by a public authority of the country where it is located or elected by public franchise.</p> <p>The extent to which an institution receives its funding from public or private sources does not determine the classification status of the institution.</p>
Unit of Measure	Number of demonstration schools
Indicator Type	Output
Reporting Type	Number
Baseline Timeframe	The baseline value will be zero.
Reporting Frequency	Annual
Data Source	Official Activity Reports
Data Collection	The M&E coordinator will be responsible to track which schools are identified as the demonstration school that will receive resources, extra learning supports and possible research sites.

Disaggregate(s)	Number of public schools Number of private schools Number of public pre-primary schools Number of private pre-primary schools Number of public primary schools Number of private primary schools Number of public secondary schools Number of private secondary schools
Rationale for Targets:	TTE will identify one demonstration school per COE/University to receive extra learning materials, extra learning supports such as reading clubs etc. These schools will not change over the life of the project
Changes to Indicator:	None
Other Notes:	
This sheet last updated on:	Dec 28, 2020

Indicator	ES.1-6 Number of educators who complete professional development activities with USG assistance
Definition	<p>Educators are individuals whose professional activity involves the transmitting of knowledge, attitudes, and skills that are stipulated in curriculum directly to students participating in a formal or non-formal educational opportunity. Educators may work in formal or non-formal settings and institutions. They may be employed by public organizations (e.g. school) or private organization (e.g. school, NGO, for-profit organization). Examples include, but are not limited to, the following: teachers, teaching assistants, instructors, etc.</p> <p>Student/Aspirational educators are individuals enrolled in coursework to become an educator but have yet to complete their program of study.</p> <p>Professionals who work in the education sector but whose primary function is not to transmit knowledge directly to students should not be counted as educators. Examples of individuals who should not be counted as educators include, but are not limited to: school administrators such as principals (unless principals also teach), ministry officials, supervisors, and teacher trainers (if these teacher trainers are not also teachers).</p> <p>Completing professional development activities means that an individual has met the completion requirements of a structured training, coaching, or mentoring program as defined by the program offered. A certificate may or may not be issued at the end of a professional development activity.</p> <p>Educators who benefit from services or training delivered by other trainees as part of a deliberate service delivery strategy (e.g. cascade training) are counted.</p> <p>When calculating the total numbers of educators, each educator should be counted only once (regardless of how many professional development activities he or she successfully completed).</p>
Unit of Measure	Number of student teachers who use the new curriculum and methods in the student teaching.
Indicator Type	Output
Reporting Type	Number
Baseline Timeframe	The baseline value will be zero.
Reporting Frequency	Annual

Data Source	Official Activity Reports
Data Collection	The project will work with the partner colleges of education to create a database of the practica primary schools and the associated student educators. The M&E coordinator will manage the annual survey of the enrollment starting in Year 3.
Disaggregate(s)	Number of males Number of females Number of male educators Number of female educators Number of pre-primary educators Number of primary educators Number of secondary educators Number of educators trained in reading instruction Number of educators trained in special education^ content Number of student/aspirational educators trained in reading instruction
Rationale for Targets:	This is the projected number of student teachers that will benefit from the new curriculum and teaching approach used at the HEIs.
Changes to Indicator:	Added aspirational educators, the 2020 Compendium of Standard PIRS did not include a student/aspirational educator in the disaggregates.
Other Notes:	
This sheet last updated on:	Dec 28, 2020