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USAID Education Data Quarterly Performance Report

Fiscal Year 2022 Quarter 1

October 1, 2021 to December 31, 2021

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ACRONYMS

ATOCOR	Alternative Task Order Contracting Officer Representative
AMELP	Activity Learning, Monitoring, and Evaluation Plan
CAPOLSA	Centre for the Promotion of Literacy in Sub-Saharan Africa
CO	Contracting Officer
CLA	Collaboration Learning and Adaptive Management
COR	Contracting Officer's Representative
COVID-19	Coronavirus Disease 2019
CDC	Curriculum Development Centre
DEBS	District Education Board Secretary
DEC	Development Experience Clearinghouse
DPM	Deputy Program Manager
DDL	Development Data Library
ECE	Early Childhood Education
EGRA	Early Grade Reading Assessments
ECZ	Examinations Council of Zambia
FY	Fiscal Year
GRZ	Government of the Republic of Zambia
HO	Home Office
IDELA	International Development and Early Learning Assessment
INESOR	Institute of Economic and Social Research
IRR	Inter Rater Reliability
LoI	Language of Instruction
MSI	Management Systems International
MELE	Measuring Early Learning Environments
MoE	Ministry of Education
NERS	National Estimates Research Study
OAA	Office of Acquisitions and Assistance
PM	Program Manager/Team Lead
PPE	Personal Protective Equipment
QASP	Quality Assurance Surveillance Plan
QCO	Quality Control Officers
SSME	Snapshot of School Management Effectiveness

STTA	Short Term Technical Assistants
TACOR	Task Order Contracting Officer Representative
TAM	Test Administration Manual
ToT	Trainer of Trainers
QCO	Quality Control Officers
UNZA	University of Zambia
USAID	United States Agency for International Development

ACTIVITY OVERVIEW

Program Name	USAID Education Data
Activity Start Date and End Date	April 9, 2018, to December 08, 2022
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. Centre for Promotion of Literacy in Sub-Saharan Africa–University of Zambia (CAPOLSA) Institute of Economic and Social Research (INESOR) University of Zambia
Major Counterpart Organizations	Ministry of General Education (MoE) Examinations Council of Zambia (ECZ)
Activity Goal	Provide distinct assessment, data management, and research and evaluation services to monitor and track the progress of USAID's *Let's Read Project* bilateral activity.
Activity Objectives	• To complete 2 large scale EGRAs (baseline in 2018 and midline in 2021) • Strengthen the capacity of ECZ to independently conduct EGRA in the future to inform policy level decisions aimed at improving learning outcomes • Conduct research on topics agreed upon with USAID and in collaboration with MoE
Geographic Coverage	The target population comprises 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 1, 2021 – December 31, 2021

1. ACTIVITY IMPLEMENTATION PROGRESS

This quarterly report presents USAID/Zambia Education Data's performance progress covering the period from October 1, 2021, to December 31, 2021. The performance report incorporates major project accomplishments in collaboration with the Ministry of General Education (MoE) and the Examinations Council of Zambia (ECZ). This includes implementation of Midline EGRA trainings, data collection and monitoring, ECE dissemination workshops and preparations for the ECE Endline study. The report is organized according to the contracted tasks under the activity.

KEY HIGHLIGHTS SUMMARY

During the reporting period, October to December 2021, USAID Education Data deliverables related to contracted tasks include:

TASK 1. LANGUAGE MAPPING EXERCISE

- ✓ Let's Read sampled 2018 EGRA schools verified

TASK 2. PREPARATION TO CONDUCT EGRA

- ✓ Management and quality assurance of local survey firm
- ✓ QCO and Assessors recruited

TASK 3. FINALIZE MIDLINE EGRA TOOLS AND COMPLETE TRAINING

- ✓ Midline EGRA tools and SSME instruments finalized
- ✓ Midline EGRA and SSME tools programmed
- ✓ QCO and Assessor training conducted
- ✓ Dry Runs conducted

TASK 4. CONDUCT EGRA

- ✓ Tools, recruitment, and trainings finalized
- ✓ Data collected

TASK 5. ECZ CAPACITY BUILDING

- ✓ EGRA training of trainers, QCOS, and assessors' workshops conducted

TASK 6. EGRA DISSEMINATION

- Nothing to report

TASK 7. RESEARCH STUDIES

- ✓ Baseline ECE disseminated at provincial level
- ✓ NERS training and data collection conducted

PROGRAMATIC PLANS AND REPORTS

- ✓ Annual workplan
- ✓ Annual performance report
- ✓ Quarterly financial report

OTHER REPORTS

- Nothing to report

TASK 1: MIDLINE LANGUAGE MAPPING EXERCISE

Background. In year 2020, USAID and ECZ expanded the geographical scope of EGRA to the rest of the Zambian provinces where USAID Let's Read is not implemented: Lusaka, Copperbelt, Central, Luapula and Northern, to create nationally representative reading estimates that may inform MoE and ECZ in early grade reading policy decisions. Thus, USAID Education Data conducted a language mapping exercise, which was delivered to USAID in February 2021. The main objective of the 2020 Language Mapping Exercise was to ascertain whether the predominant LoI in Lusaka, Central, Copperbelt, Northern and Luapula provinces aligns to the MoE designated LoI. The proposed methodology consisted of four phases. The first phase included desk reviews of official school data obtained from MoE. In the second phase, USAID Education Data conducted in-person verification of school data at province and district levels. In the third phase, USAID Education Data assembled the revised language mapping dataset for the five new provinces and compiled the results into a language mapping report. Additionally, the methodology proposed a fourth phase to conduct school-level verification during the 2021 Midline EGRA and NERS data collection.

Year 2021 language mapping update. The purpose of the 2021 language mapping exercise is to verify the findings from the year 2020 language mapping directly at the school level for 116 schools of the non-Let's Read NERS provinces. The 2020 language mapping report verified 4,113 schools in 57 districts The schools comprised 2817 GRZ and 1296 community schools. Only 2208 of the schools had ECE. In addition to the designated LoI, the mapping exercise identified other languages used that are dialects of the LoI.

Data verification and cleaning. During the Midline EGRA and NERS data collection in 2021, USAID Education Data further verified data among all sampled schools in the Lusaka, Central, Copperbelt, Northern and Luapula provinces. The verification involved gathering information from headteachers using a structured school profile questionnaire, which was collected using the Myna App. During visits to schools for EGRA data collection, INESOR's data collection team confirmed the name of the school, the EMIS code, the language of instruction in the school, the availability of ECE, among other variables. The following Table 1 summarizes the schools that were verified during the NERS data collection in the five provinces.

Table 1. Number of schools verified in five new provinces by LOI

Province / Language	Chitonga	Cinyanja	Icibemba	Total
Central	17		11	28
Copperbelt			16	16
Luapula			13	13
Lusaka	3	39		41
Northern			18	18

Total	**20**	**39**	**58**	**116**

USAID Education Data verified information from 117 schools in the five new provinces. The USAID Education Data team exported the school information available in MYNA to an Excel tracker. During data collection, the M&E specialist, with the support of HQ staff, was updating the data of the schools in the data collection tracker. At the end of data collection, USAID Education Data compared the updated data in the tracker with the original language mapping database, thus updating the language mapping database. Preliminary findings indicate that most changes found were related to the EMIS numbers and school names. During the year 2020 language mapping exercise, USAID Education Data noted that the MoE did not have updated information on the schools' EMIS codes. Due to the restructuring of the districts, some of these have changed. In other cases, the school's name was misspelled in their data base. However, the actual LOI remained the same for 114 of the 117 schools verified. USAID Education Data is currently reviewing the results/preliminary findings for the schools that were verified during the EGRA data collection with the MoE. Additionally, USAID Education Data will randomly select a representative sample from the schools that were not visited during the EGRA data collection. USAID Education Data will verify the data base information for these schools with MoE province and district supervisors. Based on the findings, USAID Education Data will update the language mapping data base and will provide an updated report to USAID in February, 2022.

TASK 2: PREPARATION TO CONDUCT EGRA

MANAGEMENT AND QUALITY ASSURANACE OF LOCAL SURVEY FIRM

On October 6, 2021, USAID Education awarded INESOR a new subcontract, after receiving a fully executed contract modification 04 from USAID. The sub-contract covers the period September 30, 2021 – March 31, 2022. In the current quarter, USAID Education Data provided management oversight to INESOR in preparation for Midline EGRA data collection and accordance with the standards stipulated in the Quality Assurance Surveillance Plan. INESOR conducted the following activities:

QCO AND ASSESSOR RECRUITMENT.

In the previous quarter, INESOR commenced the recruitment of Trainer of Trainers (ToTs), Quality Control Officers (QCOs) and assessors. The recruitment process comprised of 3 main phases: advertising and application, evaluation and selection and the appointment phase. INESOR advertised the three positions in the three daily newspapers - *Times of Zambia*, *Zambia Daily Mail* and *News Diggers*. INESOR also included the advertisement on key social media and online platforms (Facebook, etc.), 'Go Zambia Jobs,' and UNZA Website. USAID Education Data ensured that the selection criteria INESOR used was aligned with the quality standard outlined in the Quality Assurance Surveillance and Plan (QASP).

Selection Criteria: TOTs. The purpose of recruiting ToTs was to ensure that the project had enough individuals to provide support the training of QCOs and assessor. The minimum requirement for the position of ToT included a first degree (preferably with primary education) with at least two (2) years or more experience as a teacher and/or trainer/ facilitator, experience with electronic data collection, experience with EGRA and leadership skills. INESOR also engaged the Ministry of Education to encourage staff who are specialized in the seven local languages, had EGRA experience.

QCOs and assessors. The minimal qualification for the QCO and assessor positions was a first degree and a diploma with at least one year of experience as a teacher (for diploma holders), research experience, preferable with EGRA and experience with electronic data collection. Proficiency in reading and speaking in the language of assessment. For the QCO additional requirements included leadership qualities, organizational abilities, and ability to interact positively with MOE officials at district and provincial level. The scoring system allocated extra marks for candidates with previous experience as EGRA an assessor and experience as research assistant or QCO/supervisor.

At the end of the quarter, INESOR submitted a recruitment report, which included the activities conducted in each of the three phases. In the current quarter, INESOR finalized the appointment of ToTs, QCOS and assessors and submitted the list to USAID Education Data. For each of the 3 training groups, INESOR ensured that each participant signed an Independent Consultant Agreement (ICA). Below is a summary of the individuals selected:

Table 2. Sample of ToTs, QCOs and assessors interviewed and selected for training from the 10 provinces

#	Province	Number Invited for Interviews			Number Selected for Training		
		Trainers	QCOs	Assessors	Trainers	QCOs	Assessors
1	Lusaka	5	7	17	2	4	11
2	Southern	5	20	62	3	16	45
3	Northern	2	3	7	1	3(4)	3
4	Copperbelt	3	3	6	0	4	4
5	Central	2	3	6	0	2	2
6	Eastern	5	22	57	3	16	45
7	Luapula	2	4	6	1	2	5
8	North-Western – Lunda	5	12	30	3	9	23
	North-Western – Luvale	5	12	34	3	10	26
	North-Western – Kiikaonde	5	9	35	3	11	30
9	Muchinga	2	15	36	1	9	23
10	Western	5	24	60	3	18	51
	Totals	**46**	**134**	**356**	**23**	**104**	**268**

The above table shows the number of individuals selected to participate in the ToT, QCO and assessor trainings. The number of individuals selected for each province was proportionate to the number of learners to be assessed for during Midline EGRA for each language group. Below is the male and female distribution across the three positions.

Table 3. Representation of male and female assessors selected for the three positions

Position	Number selected	Males (%)	Females (%)
Trainer	21	52%	43%
QCO	103	65%	35%
Assessor	267	50%	50%

To ensure that the selection process was objective and based on merit and in accordance with the quality standards outlined in the QASP, USAID Education Data and INESOR used the following selection criteria:

1. IRR scores for the gold standard practices 1 and 2 (90% and above for all the practices)
2. Level of competency skills administering the EGRA (based on how well each trainee administered the EGRA during practice sessions).
3. Level of comfort with the tablet (based on how well the trainees navigated the tablet during practice sessions)
4. Team player (how well the individual worked with and supported team members).
5. Proficiency in reading and speaking the language of assessment depending on the province.
6. Attendance (how many days the participants attended the training)
7. Participation during the trainings

Below is a summary of the number of participants selected after each training.

Table 4 Final list of ToTs, QCO and assessors selected after 3 trainings across the seven Languages of Instruction (LoIs) across the 10 provinces.

LOI	ToTs			QCO			Assessors		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Icibemba	2	1	3	9	6	15	14	25	39
Chitonga	1	2	3	11	4	15	25	20	45
Cinyanja	2	1	3	11	9	20	26	29	55
Silozi	0	3	3	12	5	17	24	25	49
Kiikaonde	3	0	3	5	6	11	14	15	29

Lunda	2	1	3	3	6	9	13	10	23
Luvale	2	1	3	9	1	10	16	10	26
Total	**12**	**9**	**21**	**60**	**37**	**97**	**133**	**134**	**267**
		21			**97**			**267**	

TASK 3: FINALIZE MIDLINE EGRA TOOLS AND COMPLETE TRAININGS

MIDLINE EGRA TOOLS AND SSME INSTRUMENTS FINALIZED

USAID Education Data finalized the EGRA and SSME tools in the previous quarter.

MIDLINE EGRA AND SSME TOOLS PROGRAMMED

Programming the EGRA tools. In the quarter under review, USAID Education Data loaded 388 tablets with all the EGRA and SSME tools, in preparation for the various EGRA trainings. USAID Education Data purchased and inserted an activated sim card with one of the local mobile service providers (MTN, Airtel or Zamtel). INESOR used these sim cards to load data bundles onto each tablet. Data collection teams used the mobile data to upload the EGRA data onto the Myna server during data collection.

QCO AND ASSESSOR TRAINING CONDUCTED

USAID Education Data, with support from INESOR and the Examinations Council of Zambia, trained 21 Trainer of Trainers, 97 Quality Control Officers, and 267 assessors to conduct EGRA October 8-27, 2021. USAID Education Data provided the same training materials (Test Administration Manual – TAM) and online resources (access to the EGRA Master trainer based in Lebanon) to the trainers in the different training centers to ensure consistency.

Covid-19 protocols during training. To safeguard the health of the participants during all the trainings, USAID Education Data provided equipment and enforced safety protocols including wearing face masks, hand sanitizing, physical distancing, and hand washing.

TOT TRAINING

USAID Education Data conducted trained 21 Training of Trainers, 9 females and 12 males at the Golden Peacock hotel in Lusaka from October 6-8, 2021. Our partners, ECZ and officials from MoE, Planning and Information unit participated in this training. The international EGRA Master trainer facilitated this training and the subsequent EGRA trainings. He also facilitated the EGRA training for the EGRA Baseline study in 2018. Due to COVID-19 travel restrictions in place at the time of the training, the EGRA Master trainer conducted the training virtually.

Scoring the participants. USAID Education Data used the IRR scores from the two gold standard assessments, and the selection criteria outlined in the preceding section, to select the best individuals per language group for all the trainings (ToT, QCO and assessor). All the participants

in the ToT training scored highly, based on the criteria provided. They all attained 90% and above in the gold standard assessments. USAID Education Data and INESOR made the decision to retain all the 21 ToTs for the QCO and assessor trainings.

Table 5. ToTs trained by language and gender

Language	Male	Female	Total
Icibemba	2	1	3
Chitonga	1	2	3
Cinyanja	2	1	3
Silozi	0	3	3
Kiikaonde	3	0	3
Lunda	2	1	3
Luvale	2	1	3
Total	**12**	**9**	**21**

QCO TRAINING

USAID Education Data conducted the training for 96 QCOs out of which it retained 82, 30 females and 52 males. USAID Education Data selected QCO to retain if they met the EGRA international gold standard of 90% IRR. The Master trainer conducted the workshop at the same venue as the ToT training from October 11-15, 2021. Attendants included: the Deputy Director from ECZ attended the training, 3 other ECZ officials, 2 MoE officials from the Planning and Information unit, USAID Education office Director, the project COR, and Soche attended the meeting. The Senior Program Manager from the DevTech Home Office supported the QCO training.

In line with the training standards outlined in the QASP, USAID Education Data included information on quality assurance using the observation checklist outlined in the TAM, information on daily feedback sessions with the teams, daily uploading of data and preparing daily reports. In addition, the dry-runs conducted in Lusaka provided QCO hands-on experience administering the tool to the learners and navigating the tablet.

Below is a summary of the QCOs trained per language group.

Table 6. QCOs trained and selected by language and gender

Language	QCOs trained		QCOs selected	
	Male	Female	Male	Female
Icibemba	9	6	7	4
Chitonga	11	4	10	4
Cinyanja	11	9	10	7

Silozi	12	5	12	4
Kiikaonde	5	6	4	5
Lunda	3	6	3	5
Luvale	9	1	6	1
TOTAL	**60**	**37**	**52**	**30**
	97		**82**	

ASSESSOR TRAININGS

USAID Education Data trained 267 assessors and retained 246, 127 females and 119 males based on the same IRR criteria [if they met the EGRA international gold standard of 90% IRR]. The training was conducted in five different locations at provincial level: Southern, Western, Eastern, North-Western, and Northern provinces from October 19-22. Table 7 below provides a summary of the trainings.

Table 7. Summary of provincial training locations, language groups and facilitators for the assessor trainings

No.	Training Centre	Provinces covered	Language	Facilitators
1	**Chipata** - Crystal Spring Lodge	• Lusaka Province • Eastern Province • Part of Muchinga Province	Cinyanja	INESOR Cinyanja QCOs and ToTs
2	**Mongu** -Acamm's Lodge	• Western Province	Silozi	USAID Education Data representative MoE representative Silozi ToTs and QCO
3	**Kasama** - Sinamu Lodge	Parts of: • Central Province • Muchinga Province • Luapula Province • Northern Province • Copperbelt Province	Icibemba	ECZ officials Icibemba ToTs and QCOs
4	**Choma** – Twin Cave lodge	• Southern Province • Part of Central and Lusaka Provinces	Chitonga	USAID Education Data representative Chitonga ToTs and QCOs
5	**Solwezi** Luvale - Potani Guest Wing Conference Hall Lunda - Solwezi Lodge Kikaonde - Floriana Lodge)	• North-Western Province	Luvale, Lunda Kiikaonde	2 USAID Education Data STTAs INESOR officials ToTs and QCO for the 3 languages.

Below is a summary of the assessors trained for each of the language group.

Table 8. Assessors trained and selected per language and gender				
Language	Assessors trained		Assessors selected	
	Male	Female	Male	Female
Icibemba	14	25	12	21
Chitonga	20	25	22	20
Cinyanja	26	29	24	27
Silozi	24	25	21	27
Kiikaonde	14	15	14	13
Lunda	13	10	13	11
Luvale	16	10	13	8
TOTAL	**133**	**134**	**119**	**127**
	267		**246**	

Challenges experienced during the trainings

(i) *Poor internet connectivity*. Due to poor internet connectivity, training disruptions occurred for some sessions. This was prevalent during the virtual trainings in the provinces. However, the facilitators still managed to cover all the content.

(ii) Disruptions in the internet band width. Due to the large number of participants during the QCO training in Lusaka, the internet speed at the hotel reduced. USAID Education Data and INESOR made provisions for additional gadgets to reduce the load.

(iii) Malfunction of some tablets. During the training, some tablets experienced challenges with battery life, while others would freeze after using them for some time. USAID Education Data replaced these tablets.

(iv) In North-Western province, the training venue for one of the languages did not have adequate space to accommodate all the participants and, observe COVID-19 physical distancing. INESOR organized for a larger venue.

DRY RUNS CONDUCTED

As part of the Midline EGRA training, USAID Education Data conducted two dry runs sessions, the first during the QCO training in Lusaka and the second set of dry runs at provincial level. In Lusaka, the QCOs conducted dry runs at two schools, Mumana Basic school, and Kaunda Square Primary school on October 14, 2021.

The dry runs served the following objectives:

(i) To provide experience working with the learners

(ii) To expose the QCOs and assessors to the procedures that should be followed with the school administration when they visit a school for assessment.
(iii) To identify potential challenges during data collection and put in mitigating strategies.
(iv) To obtain experience administering the EGRA tools with the tablets to learners.

In the provinces, teams conducted dry runs between October 26-29. Each team visited a school for a dry run and assessed 20 learners (10 boys and 10 girls) and conducted 3 IRRs. The following day, teams met for a debrief session to share experiences and lessons learned. The schools selected for dry runs were not part of the sample of schools selected for the Midline EGRA data collection activity. The table below presents a breakdown of schools visited for the dry runs:

Table 9. Number of schools selected for dry runs in the 5 training locations

Language	Number of Schools Sampled	District	Province
Icibemba	22	Kasama	Northern
Chitonga	14	Choma	Southern
Cinyanja	17	Chipata	Eastern
Silozi	16	Mongu	Western
Kiikaonde	9	Solwezi	North-Western
Lunda	1	Solwezi	North-Western
Luvale	7	Kabompo	North-Western
Total	**86 Schools**	**6 Districts**	**5 provinces**

USAID Education Data used the data collected during the dry runs to determine the IRR of the assessors and to finalize the list of assessors that would participate in the Midline EGRA data collection exercise. Overall, 90% of the assessors attained IRR scores within or above the EGRA gold standard of 90%.

Below is a summary of lessons learned based on the dry run experiences:

(i) It is important to leave enough time to arrive at the school to allow adequate time with the administration and adequate preparations before assessments commence.
(ii) It is important to inform the school administration about the school visit in advance to avoid clashing with other school or community activities.
(iii) Teams must ensure that they have all the materials they need for the assessments before they travel to the schools.

(iv) Assessments are better conducted outside where there are less disruptions than when in an enclosed space with several assessments conducted at the same time.
(v) Teams need to be efficient in planning the assessment areas and sampling the learners within the schools to enable teams complete the assessments before the school day ends.
(vi) Network is a challenge in some areas. Teams need to ensure that they synchronize the data immediately they return to an area that has network.
(vii) In some schools, attendance and/or enrollment are poor therefore teams did not always meet the targeted 20 learners per school.
(viii) After completing an assessment, it is important to press the return option on the tablet otherwise the data will reflect a much longer assessment period per learner than the actual amount of time spent on the assessment.

Upon completion of the dry runs, Teams traveled the weekend of October, 29, 2021. The Midline EGRA data collection commenced on November 1, 2021.

TASK 4: CONDUCT EGRA

MIDLINE EGRA DATA COLLECTED

The USAID Education Data deployed a total of 82 teams across the 10 provinces, each team comprised of one QCO and two assessors. Of the 82 teams, 74 focused on Midline EGRA schools in the five Let's Read Zambia project. Below is a breakdown of the teams distributed according to the provinces and the LoI for the EGRA and NERS teams.

Table 10. Distribution of Midline EGRA schools in the 5 Let's Read Zambia Provinces

Province	Language	No. Districts	No. of Schools	No. of teams	No. of Assessors	No. of QCOs
1. Luapula	Bemba	8	13	1	3	1
2. Central	Bemba	3	11	1	3	1
Central	Tonga	5	17	1	3	1
3. Copperbelt	Bemba	5	16	1	3	1
4. Northern	Bemba	9	18	1	3	1
5. Muchinga	Bemba	6	101	7	21	7
Muchinga	Cinyanja	1	9	1	3	1
6. Southern	Tonga	14	185	12	36	12
7. Lusaka	Tonga	2	3	-		
Lusaka	Cinyanja	5	38	3	9	3

8.	Eastern	Cinyanja	9	204	14	42	14
9.	Western	Lozi	16	244	16	48	16
10.	North-Western	Kaonde	5	135	9	27	9
	North-Western	Lunda	2	74	5	15	5
	North-Western	Luvale	1	34	2	6	2
	North-Western	Lunda/Luvale	3	126	8	24	8
TOTALS			**94**	**1,228**	**82**	**246**	**82**

Each data collection team had a data collection plan, which highlighted the school names, district, zones, and distance of schools from the central business district. It also included contact details for the school administration. In addition to the tablets and stimuli needed for the EGRA assessments, each team had Personal Protective Equipment (PPE) in the form of surgical masks and hand sanitizers for use during the assessments.

Data collection officially ended on November 26. However, USAID Education Data identified 3 Lunda and Luvale schools on the data collection that had been omitted. INESOR organized 2 teams (Lunda and Luvale) to conduct the assessments the following week from December 1-3. The teams conducted assessments in North-Western province at Kalengwa and Mulunga Primary schools for Luvale and Kasombu Primary school in Lunda in Zambezi, Kabompo and Manyinga districts, respectively. The table below provides a **preliminary** breakdown of the overall Midline EGRA data collected.

Table 11. Number of students and schools assessed - Midline EGRA and NERS

Language	Implementation – Total							
	Schools Assessed	Students Assessed	Girls	Boys	*Not specified	EGRA	NERS	Both
Chitonga	205	3,890	1,964	1,925	1	2,886	889	115
Cinyanja	252	4,949	2,603	2,346	0	2,737	1,992	220
Icibemba	158	2,916	1,476	1,440	0	1,612	1,284	20
Kikaonde	134	2,585	1,259	1,325	1	1,591	777	217
Lunda	118	2,202	1,130	1,072	0	946	694	562
Luvale	103	1,830	952	878	0	1,126	445	259

Silozi	242	4,649	2,350	2,299	0	2,971	1,538	140
Total general	**1,212**	**23,021**	**11,734**	**11,285**	**2**	**13,869**	**7,619**	**1,533**

*Gender for the participants was not specified in the data. As this is preliminary data, Education Data will provide update after completion of data cleaning.

Data cleaning and analysis. During the data collection, USAID Education Data with support from the EGRA Master trainer, consistently verified the data on the myna dashboard with daily data collection reports provided by the teams and verified any discrepancies with the teams. After INESOR returned the tablets, USAID Education Data double checked all the tablets to ensure that all the data was synchronized. In the next quarter, USAID Education Data will work with MSI to clean the data and conduct data analysis.

TASK 5: ECZ CAPACITY BUILDING

EGRA TRAINING OF TRAINERS, QCOS, AND ASSESSORS' WORKSHOPS CONDUCTED

In the current quarter, USAID Education Data engaged ECZ in all the EGRA activities. ECZ participated and contributed to the ToT, QCO, and assessor trainings. The trainings provided an opportunity to build ECZ's capacity on how to (i) plan and conduct EGRA trainings, (ii) administer the EGRA tools, (iii) plan and conduct dry runs (iv) physically monitor QCOs and assessors during the data collection and (v) how to access and monitor the data collection via the dashboard/using ICT. USAID Education Data aligned the training activities with the transition and capacity building plan for ECZ. In the next quarter, USAID Education Data and MSI will conduct the data cleaning, analysis, and report writing workshop for ECZ.

TASK 6. EGRA DISSEMINATION

After USAID approves the Midline EGRA and NERS reports, USAID Education Data will commence preparations for the EGRA dissemination workshops. USAID Education Data will conduct the disseminations across the 10 provinces of Zambia.

TASK 7: RESEARCH STUDIES

BASELINE EARLY CHILDHOOD EDUCATION RESEARCH STUDY

Ministry of Education Engagement. In this quarter USAID Education Data worked closely with MoE, Directorate of Early Childhood Education to plan and conduct the ECE baseline dissemination workshops in Eastern and Western provinces, which were postponed in Q3 FY2021 due to the COVID-19 pandemic. The Directorate officials coordinated the officials at provincial level to ensure that invitees received communication about the workshops. They traveled with the USAID Education Data to the provinces and participated in the presentations.

Figure 1: MoE officials attending the ECE dissemination workshop in Eastern province

Baseline ECE Dissemination Events. USAID Education Data hosted a one-day in-person, baseline ECE dissemination workshops on December 2, 2021 at Protea hotel in Eastern province and Country Lodge in Western province. The meeting included MoE officials from the provincial (PESO, EO-TEDs, SESO ODL and district offices (DEBS and DESOs), Head Teachers and ECE teachers from some of the schools assessed at baseline. A total of 45 individuals (24 from Western province and 23 from Eastern province) attended the dissemination meetings.

ECE ENDLINE STUDY

In year 2020, USAID Education Data established a baseline levels of learner scores and teachers' pedagogies at the beginning of ECE and examined differences in skills between Grade 1 learners who participated in ECE and those that did not. Education Data activity used the Measurement of Early Learning Environment Module (MELE) research protocol for ECE teacher and classroom observations and Save the Children's International Development of Early Learning Assessment (IDELA) research protocol to assess learner performance and school readiness. As explained in the FY 2022 AWP, the purpose of the endline ECE study is to assess differences in school readiness scores from Grade 1 learners that did and did not receive the Let's Read Project ECE intervention. USAID Education Data will also assess ECE teacher's classroom implementation to identify if they have improved their pedagogies.

During FY 2022 Q1, USAID Education Data started the preparations for the ECE endline assessment. The PM, MEL Specialist and HQ staff met to discuss the assessment implementation strategy, establishing three main work areas as part of the ECE endline preparations:

- **Questionnaire adjustments.** The MELE and IDELA questionnaires to be used are the same as those used in the baseline, which were reviewed and approved with the support of the educational authorities. However, due to the COVID-19 pandemic, the USAID Education Data team considered it appropriate to include questions related to COVID-19 for both teachers and students. This activity was done in-house, since the questions that were added are the same as those already included in the questionnaires used to collect EGRA. Questions for teachers focus on what the teacher did to facilitate learning during closure of schools and COVID-19 precautions in place in the ECE environment.

Questions for the learner focus on any learning, at home or from school, that the child may have experienced during the pandemic.

- Plans for **verifying information from schools prior to data collection**. The ECE endline will not include substitution of schools in the sample, since the endline assessment requires comparing the results of the same schools and potentially the same teachers in the baseline. The team will ensure that the data collection firm, the Centre for Promotion of Literacy in Sub-Saharan Africa (CAPOLSA), verifies if schools or ECE centers in the sampled schools still exist from baseline, confirm EMIS codes, verify language used in the schools, schools' accessibility, enrollment data, and update the data collection plan according to the findings..
- **Update Kobotool data collection forms**. The information will be collected using Android tablets, the same ones used during the collection of the Midline EGRA. USAID Education Data y is incorporating improvements to the structure of the electronic data collection instrument, so that it incorporates the questions related to COVID-19 mentioned above. The tool in Kobotool also includes improvements to the labeling and values of the data and variables that will make up the ECE database.

The following Table 12 shows the status of the ECE endline planning and implementation, as originally proposed in the approved FY 2022 AWP:

Table 12. ECE Endline Study status

Phase	Original dates	Activities	Status
Planning	Nov 2021	Seek concurrence on End line ECE Research Study design between Education Data activity, USAID, CAPOLSA, MoE and ECZ	Completed. Sub-contract with CAPOLSA was fully executed on December 10, 2021.
		Preparations for assessor training	Ongoing. Currently updating tools in Kobotool
		Develop and finalize data collection plans with CAPOLSA	First draft data collection plan provided by CAPOLSA, currently being updated.
		Update IRB approval depending on timeline	Submitted on December 17, 2021
Training	Jan-22	Conduct assessor training	Planned for last week of January, 2022
		Finalize recruitment of short-term QCO and assessor contracts	Planned for last week of January, 2022
Data collection	Feb-Mar 2022	Classroom observations, teacher surveys and learner assessments in the same 52 schools assessed at Baseline	Data collection will start the first week of February, 2022.

Data analysis	April-May 2022	Clean MELE and IDELA data	Planned
		Conduct qualitative and quantitative analysis	Planned
Report Writing	June-August 2022	An initial End line ECE Research Study report shared with USAID for feedback	Planned
Dissemination	Sept-Oct 2022	Report results shared at the national and provincial level	Planned

NATIONAL ESTIMATES RESEARCH STUDY

The NERS will provide national baseline literacy levels for all ten provinces in Zambia and establish literacy levels at the national-, provincial-, and language-levels. The study will specifically focus on the provinces that do not receive the Let's Read Project intervention: Central, Copperbelt, Luapula, Lusaka and Northern provinces. **The NERS coincided with the Midline EGRA using the same instruments, training and data collection procedures and implementation timelines.** Thus, detailed information about the preparations of the study (training of trainers, assessors and QCOs, as well as preparation of tools and dates) are available under Tasks 3 and 4 of this performance report.

Table 13 summarizes the number of schools and students assessed by language for the NERS.

Table 13. Number of students and schools assessed - NERS

Language	Schools Assessed	Students Assessed	Girls	Boys	Not specified	Percentage of Target Reached
Chitonga	54	1,004	506	498	0	93.0%
Cinyanja	113	2,212	1,165	1,047	0	98.8%
Icibemba	70	1,304	662	642	0	93.1%
Kiikaonde	53	994	502	491	1	93.8%
Lunda	68	1,256	660	596	0	78.5%
Luvale	38	704	367	337	0	97.8%
Silozi	87	1,678	846	832	0	97.6%
Total	**483**	**9,152**	**4,708**	**4,443**	**1**	**93.2%**

Data Monitoring. The field data collection monitoring started in the first week of data collection. USAID Education Data and ECZ team monitored data collection in Lusaka during the first week and went to monitor the rest of the provinces in the following weeks. USAID Education Data developed a data monitoring tool that was uploaded to Google forms to fill the monitoring tool online. As shown in Table 14, the data monitoring teams managed to monitor 17 NERS schools and 34 Midline EGRA schools across the 10 new provinces.

Table 14. Data collection monitoring			
NERS			
Province	Districts	Schools	Monitor
Lusaka	Lusaka, Rufunsa, Chongwe	5	ECZ, DevTech
Luaplula	Mwese, Mansa, Chinsali, Kawambwa	4	DevTech
Copperbelt	Ndola, Masiti	5	ECZ
Central	Kapiri Mposhi	1	DevTech
Northern	Senga Hill, Mbala	4	ECZ
	12 Districts	**17 Schools**	
MIDLINE EGRA			
Province	Districts	Schools	Monitor
Eastern	Petauke, Lundazi, Katete	3	DevTech
Western	Mongu, Luampa, Nkeyema	3	MoE official
Southern	Choma, Siavonga, Mazabuka	4	DevTech, MoE offical
Muchinga	Mpika, Shiwangandu	2	STTA
North-Western	Mushindamo, Solwezi	3	STTA
Total	**13 districts**	**15 schools**	

Overall, the test administration was done in accordance with the protocol and team was exceedingly coordinated. Most of the assessments went on as planned, the assessors reached on time, they engaged with school management about the program and adhered to the COVID-19 guidelines.

2. IMPLEMENTATION STATUS TABLE

The table below provides a summary and status of activities for each contracted task that took place between October 1, 2021 – December 31, 2021.

Table 15. Implementation status table

Planned Annual Work Plan Activities	Achievement Status	Implementation Issues	Actions for Next Quarter
Task 1: Complete a Language Mapping			

Planned Annual Work Plan Activities	Achievement Status	Implementation Issues	Actions for Next Quarter
1.1 Baseline Language Mapping Report	**Complete:** On Jan 9, 2019, USAID approved the Language Mapping report, which can be accessed at https://pdf.usaid.gov/pdf_docs/PA00THW7.pdf		
1.2 Midline Language Mapping report	**Incomplete:** USAID Education Data, the partners MoE and ECZ conducted the Midline Language Mapping Exercise in the five NERS provinces. The report was submitted to USAID on February 15, 2021.		Verify information in the language mapping report using data from Midline EGRA.
Task 2: Complete preparation for the EGRA and EGRA pilot assessment			
2.1 School Verification of Baseline EGRA schools	**Complete:** During Q3, USAID Education Data verified school lists after drawing the NERS sample. USAID Education Data checked for overlapping schools between the NERS and Midline EGRA.	None	None
2.2 Sampling Methodology Plan (Deliverable)	**Complete:** USAID Education Data completed the Midline Sampling Methodology Plan on May 30, 2021. 488 schools were sampled for the NERS.	USAID Education Data, MSI and ECZ conducted a hybrid workshop. Due to COVID-19 the facilitators (MSI) could not travel for the training.	None
2.3 Procurement of EGRA Materials	**Complete:** During FY21 Q2, USAID Education Data procured an additional 215 tablets for data collection during Midline EGRA. In Q3 the project purchased 2 new laptops for the field office. USAID Education Data procured the 4 projectors for EGRA training in the provinces	None	None
2.4 Skills Workshop 4: Myna and Electronic data collection	**Complete:** In Q4, from September 22-24, 2021, USAID Education Data, with support from MSI conducted the Myna software training to build and upload the EGRA tools in the 7 LoI and SSME tools in preparation for electronic data collection during Midline EGRA. The team loaded the EGRA and SSME tools onto the tablets.	USAID Education Data, MSI and ECZ conducted a hybrid workshop. Due to COVID-19 the facilitators (MSI) could not travel for the training.	None
Task 3: Finalize EGRA instruments and Complete Training			

Planned Annual Work Plan Activities	Achievement Status	Implementation Issues	Actions for Next Quarter
3.1 Finalize the Midline SSME instruments	**Complete:** USAID Education Data worked with USAID Let's Read project and ECZ to update the SSME tools. Furthermore, USAID Education Data worked with CDC Language specialists to validate the translations conducted to the learner questionnaire in the 7 LoI.	The translation of the learner questionnaire in the 7 LoI was delayed due Health restrictions resulting from the COVID-19 pandemic.	None
2.5 ToT, Assessor &QCO trainings	**Complete:** USAID Education Data conducted EGRA trainings in preparation for Midline EGRA. A total of 328 individuals received training on how to administer the EGRA tools and data collection protocols in the field. ECZ staff, INESOR and project STTAs participated in the data collection.	A hybrid model was used for the training as MSI facilitators and the EGRA Master trainer could not travel for the training due to limited time.	None
Task 4: Conduct EGRAs and Complete reports			
4.1 Baseline EGRA Report	**Complete:** USAID Education Data completed the Baseline EGRA report in August 2019; it can be accessed here: https://pdf.usaid.gov/pdf_docs/PA00TZM9.pdf		
1.2 Seek MoE permission to conduct Midline EGRA	**Complete:** On July 27, 2021, USAID Education Data got permission from MoE to conduct Midline EGRA and verify the language mapping activity during data collection. USAID Education Data and INESOR worked closely with provincial education office to prepare for Midline EGRA	None	None
4.2 Conduct Midline EGRA	**Complete:** After the postponement of the EGRA Midline in 2020 and permission to conduct the EGRA in 2021, USAID Education Data implemented various activities with ECZ, MSI and INESOR in preparation for Midline EGRA. USAID Education Data conducted EGRA in 10 provinces from November 1 – December 3, 2021.	None	None
Task 5: ECZ Capacity Building			
5.1 Sampling methodology workshop	**Complete:** USAID Education Data completed a hybrid Sampling Methodology workshop on March 29, 30, and 31. Based on the knowledge and skills acquired during	None	None

Planned Annual Work Plan Activities	Achievement Status	Implementation Issues	Actions for Next Quarter
	this workshop, ECZ and USAID Education Data conducted the second component of the training, during which they drew the NERS sample. USAID Education Data submitted the Sampling methodology report on May 30, 2021.		
5.2 Myna training	**Complete:** In preparation for the Midline EGRA USAID Education Data conducted a hybrid Myna training on September 22, 23 and 24 with staff from ECZ, INESOR and STTA's on the project. The training focused on building forms in myna, creating survey families and synchronizing the tools onto the tablet. After the training, the team uploaded the tools, particularly the SSME tools that were revised from baseline. This activity was conducted in preparation for the ToT, QCO and assessor trainings as well as data collection.	The hybrid model was not the most optimal as it took some time for the participants grasp the components.	Conduct a skills workshop for data cleaning and data analysis with STATA, using data collection collected during NERS and EGRA Midline studies.
5.5 Formation of EGRA planning Working Group with ECZ	**Complete:** In 2019, USAID Education Data proposed forming the Midline 2020 EGRA Technical Working Group with ECZ to coordinate all EGRA activities. Following discussions to engage ECZ in EGRA planning alongside a pending contract modification, USAID Education Data sought permission to establish the Technical Working Group in April 2020. The group comprises staff from the ECZ Research Unit, USAID, and USAID Education Data. The team held multiple collaborative and planning meetings throughout the performance period. In FY21, USAID Education Data continued to regularly meet with ECZ and established a Transition Document in preparation for transferring skills, knowledge, and materials to ECZ for further EGRAs.	None	Hold additional meetings periodically throughout the remainder of the activity's period of performance
Task 6: Disseminate EGRA results to key stakeholders			
Complete: USAID Education Data completed all baseline dissemination activities of the EGRA results to stakeholders in June 2019.			
Task 7: Conduct Research Studies			
7.1 ECE Research Report	**Complete:** USAID Education Data resubmitted the Baseline ECE Research Report to USAID/Zambia on December 11, 2020, and USAID/Zambia approved the report on January 28. On February 10, 2021, the report was uploaded to the DEC and can be found here.	None	None

Planned Annual Work Plan Activities	Achievement Status	Implementation Issues	Actions for Next Quarter
7.4 Results Dissemination	**Complete:** USAID Education Data received permission to conduct dissemination meetings in 3 locations Eastern, Western and Lusaka provinces from the Permanent Secretary MoE on May 5, 2021. One June 8, 2021, USAID Education Data conducted the first ECE dissemination meeting in Lusaka. After postponing the dissemination meetings in provinces due to the COVID-19 pandemic, USAID Education Data conducted the workshops on December 2, 2021.	None	None
7.8 National Estimates Research Study	**Complete:** Following previous consultations with ECZ to lead the development of the NERS concept note, USAID Education Data provided feedback on initial drafts during Technical Working Group meetings, after which ECZ revised the concept note and submitted it to USAID Education Data on April 4, April 27, and May 11. USAID Education Data and ECZ conducted the NERS study from November 1 to December 3, 2021.	The COVID-19 pandemic and school closures affected the NERS implementation timelines and led to the recommendation to postpone 2020 data collection.	None
Other Accomplishments			
8.1 Annual Work Plan (AWP) (Deliverable)	**Complete:** During this period of performance, USAID Education Data developed the Year 4 AWP and submitted it to USAID/Zambia on October 15, 2021. Education Data activity revised the Year 4 AWP based on USAID/Zambia feedback and resubmitted it for approval on November 12, 2021. It was approved by USAID/Zambia on November 18, 2021 and submitted to USAID Development Experience Clearinghouse on November 30, 2021.		
8.2 FY2021 Annual Performance Report (Deliverable)	**Complete:** Education Data activity submitted the FY21 Annual Performance Report to USAID/Zambia on October 30, 2021. Based on USAID/Zambia feedback, Education Data activity submitted a revised report on December 9, 2021.		Once the report is approved, Education Data activity will upload it to the DEC.
8.3 FY2021 Q4 Financial Report (Deliverable)	**Complete:** Education Data activity submitted the FY2020 Q4 Financial Report to USAID on October 30, 2021.		

3. MANAGEMENT AND ADMINISTRATIVE ISSUES

MANAGEMENT AND ADMINISTRATIVE ISSUES

The Program Manager/Team Lead (PM/TL) and Deputy Program Manager (DPM) established regular communication with the USAID Education Data contracting officer's representative (COR) through weekly and biweekly meetings held virtually through Microsoft Teams. The PM/TL and DPM also maintained frequent communication with the home office through weekly virtual Microsoft Teams meetings.

PROJECT ACTIVITY CHANGES

Finalize and sign the transition strategy with ECZ. In Q1 ECZ and USAID Education Data teams shared the transition document with their top management for signing. In the next period of performance, USAID Education Data and ECZ will finalize and begin to implement the activities and working arrangements stipulated in the transition document.

Field office Staffing. During the period of performance, USAID Education Data notes the following activities related to personnel recruitment and management.

1. Resignation and recruitment of Deputy Program Manager. On November 12, the Program Manager, Mi-Mi Saunders resigned from the organization to pursue other opportunities in the United States. DevTech Systems advertised the DPM/DTL position on its website and conducted direct outreach through its local connections and networks. After an initial screening of all applications, the USAID Education Data team short listed identified four promising candidates. Subsequently, USAID Education Data conducted interviews with the shortlisted candidates to assess their technical and management skills and suitability for the DPM/DTL role

2. Resignation and recruitment of Finance and Operations Manager. On August 20, 2021, the Finance and Operations Manager, Mr. Timothy Chiyende officially disengaged from the project. In Q4 USAID Education Data commenced the recruitment process for a replacement. In this period of performance USAID Education Data reviewed the CVs of applicants and shortlisted four candidates. After conducting interviews, USAID Education Data selected the candidate that met the requirements for this position, **Mr. Danny Mwila Sikazwe.** Prior to joining DevTech, Danny worked for USAID Zambia as a Financial Analyst and has a total of 12 years' experience serving in other US Government positions (USAID and American Embassy) including Project Accountant, Budget Analyst, Supervisory and Senior Voucher Examiner. Danny has also worked in private sector accounting offices and his experience spans from general financial management to accounting, budgeting, and auditing. After submitting a request for approval to OAA to hire the applicant because the salary the project offered was more than his current salary, USAID Education Data received approval from USAID to hire Mr. Sikazwe on December 17, 2021. He officially joined the project on December 20, 2021.

4. MONITORING, EVALUATION AND LEARNING PLAN UPDATE

USAID Education Data Monitoring, Evaluation and Learning Plan (AMELP) report and performance indicator reference sheets (PIRS) can be accessed on the DEC at: https://pdf.usaid.gov/pdf_docs/PA00THW6.pdf. Collaboration, learning and adaptive management (CLA) highlights for this reporting period are:

Collaboration. USAID Education Data 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:

1. Composition and Technical Capacities at ECZ. After ECZ informed USAID Education Data that it could not accommodate the project team due to inadequate space, USAID Education Data worked with the ECZ to extract information from the existing transition strategy and corroborate how ECZ and USAID Education Data will work together to ensure a smooth transition. This collaborative document was agreed on and finalized in Q4 on September 14, 2021. In this period of performance, USAID Education Data and ECZ shared the revised transition strategy with their top management for approval and signing.
2. Workshop Modalities. Adaptations to the EGRA trainings included conducting the trainings virtually with the EGRA Master trainer due to COVID-19 travel restrictions, each participant was fully masked, with individual hand sanitizers and constant sanitizing. Each participant had his or her own materials. In addition, USAID Education Data decentralized the assessor trainings across 5 locations and learned how to manage these trainings simultaneously, while still ensuring that assessors received quality training.

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

1. Scenario Planning. USAID Education Data successfully planned activities related to the Midline EGRA data collection activities in time for data collection, after receiving a fully executed contract modification 04 from USAID on September 16, 2021.
2. INESOR Subcontract Negotiations. Education Data activity awarded INESOR a new contract from September – March, 2022 and subsequently, planned and implemented the three EGRA trainings and Midline EGRA data collection in October-November 2021.
3. COVID-19 Workshop Modalities. USAID Education Data explored and conducted virtual options to conduct the EGRA ToT, QCO and Assessor trainings using the hybrid model, due to COVID-19 restrictions
4. COVID-19 In-Person Stakeholder Meeting Modalities. During the period of performance, USAID Education Data conducted the ECE dissemination meetings in-person with

COVID-19 measures in place, in Western and Eastern provinces. USAID Education Data will continue to use implement the COVID-19 preventive measures.

5. STAKEHOLDER INVOLVEMENT

A key component of USAID Education Data is engaging the Government of the Republic of Zambia (GRZ) and other key education stakeholders to promote sustainability and ensure alignment of activities. USAID Education Data held and participated in several meetings and discussions to support stakeholder involvement.

INTER-ACTIVITY COLLABORATION

ECE dissemination meetings. USAID Education Data engaged with various MoE officials during the ECE dissemination meetings in Eastern and Western provinces on December 2, 2021. The project planned the activity with MOE officials from the Directorate of Early Childhood Education to plan the workshops.

Midline EGRA and NERS trainings. In the period of performance, USAID Education Data collaborated closely with the subcontractor INESOR and ECZ to plan and conduct the ToT and QCO EGRA trainings in Lusaka and the assessor trainings in the 5 provincial locations.

EDUCATION SECTOR PARTICIPATION

During the period of performance, USAID Education Data supported education sector stakeholder involvement through the following activities:

Midline EGRA activities. USAID Education Data collaborated closely with partners from the ECZ and MoE to plan and implement the EGRA trainings, EGRA data collection and monitoring of data collection.

ECE dissemination workshops. with support from MoE - Directorate of Early Childhood Education, education data activity conducted dissemination workshops in eastern and western provinces and interacted with MOE provincial, district, and school level officials.

6. CROSSCUTTING ISSUES AND PRIORITIES

During this reporting period, USAID Education Data considered the following crosscutting issues during implementation:

6.1 GENDER EQUALITY AND FEMALE EMPOWERMENT

During this period of performance, the planning and implementation of all activities considered gender equality and female empowerment. During the performance period, USAID Education Data recruited one male and one female staff (the Finance and Operations Manager and Deputy Program Manager). As a result of recruitment, USAID Education Data consists of a female led

and empowered team (both Project Manager and Deputy Project Manager). Refer to Section 3 Management and Administrative Issues).

Another example is the composition of the individuals trained as ToTs, QCOs and assessors. Both men and women were encouraged to apply for these positions. USAID Education Data encouraged both males and females to participate equally during the trainings. Overall, we had an equal number of males and females trained to use EGRA.

The tools and data management processes designed and used by USAID Education Data and its sub-contractors support analyses and decision making based on gender. The data is gender disaggregated and can potentially be analyzed to identify gender gaps useful in targeting interventions and modifying ECE interventions.

Beyond numbers, the tools and data management processes designed and used by USAID Education Data and its sub-contractors support analyses and decision making based on gender. The data is gender disaggregated and can potentially be analyzed to identify gender gaps useful in targeting interventions and modifying ECE interventions. For example, gender consideration can be made in conducting evaluations such as reviewing test items that may include pictures/phrases that are more accessible to one sex over another. Analyzing whether these biases (if any) exist in our tools and how we treat gender differences in the enumeration data is another way of undertaking this analysis.

6.2 ENVIRONMENTAL COMPLIANCE

A categorical exclusion has been assigned for the Intermediate Result (IR3.1), Educational Achievement in Reading Improved, which applies to the USAID Education Data contract. Nonetheless, USAID Education Data ensured all activities conducted during the reporting period did not negatively impact the environment. USAID Education Data does not partner with or procure from organizations and/or companies that engage in environmental degradation. The USAID Education Data 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. During the period of performance, USAID Education Data maintained using a reduced number of paper-based documents due to virtual working modalities including primarily using Microsoft Teams for most meetings. This includes sharing materials such as the Baseline ECE Research Study Report with participants of the dissemination workshops. Instead of printing large documents, USAID Education Data provided GRZ staff emails with the dissemination documents and a USB containing the materials. As such USAID Education Data reduced waste and increased the likelihood that participants will be encouraged to also adopt the practice of using electronic means to share documents in the future.

6.3 SCIENCE, TECHNOLOGY, AND INNOVATION

USAID Education Data explored increasing efficiencies to use different virtual meeting platforms to continue seamless planning activities across different locations and time zones, choosing Microsoft Teams as a cost effective and appropriate platform for meetings and workshops. During

the period of performance, USAID Education Data conducted the Midline EGRA trainings using teams. In addition, WhatsApp groups were created to enable seamless communication with USAID Education Data staff, INESOR and EGRA research teams conducting EGRA assessments. This allowed for instant communication and feedback with the teams. Last, USAID Education Data conducted all the interviews for the DPM and FOM position using Microsoft Teams rather than in-person meeting to minimize risk and exposure to COVID-19. This also allowed for project staff based in the United States, who could not travel because of COVID-19 travel restrictions to attend the interviews. Given the continued presence of COVID-19 in Zambia, USAID Education Data expects to continue exploring new innovative ways to adapt in-person activities using virtual platforms.

6.4 SUSTAINABILITY

USAID documents country progress across dimensions of commitment and capacity. Several primary indicators relate to USAID Education Data's objectives, including education quality, the quality of public services and the quality of policy formulation 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 2005. However, the 2018 baseline EGRA found that 10.2 percent of Grade 2 learners could read an age-appropriate text with fluency and comprehension by the end of school year. The Midline EGRA and NERS will enable MoE, Let's Read, USAID/Zambia, and other key stakeholders to examine trends over time in learners' performance in support of data-driven decision making.

To promote sustainability, USAID Education Data works closely with ECZ, MoE, and other stakeholders. USAID Education Data aims to strengthen the capacity of ECZ and MoE to track, collect, and disseminate data at various levels within the education system. Our partners, ECZ, have equally demonstrated their commitment to collaborate and acquire new skills and knowledge, as evidenced by their level of participation and engagement with the EGRA activities. , even when they had competing ECZ activities such as preparations for the national end of year examinations. Through on-going collaboration to co-lead EGRA tasks and willingness to conduct a seamless transition, ECZ, USAID Education Data believes these jointly planning and implemented activities will positively enable ECZ to meet its Strategic Plan objectives. During Q1, USAID Education Data continued communication with ECZ regarding the joint transition strategy that both parties need to sign. USAID Education Data will continue to work closely with ECZ to conduct the data cleaning and analysis of the NERS data. In this quarter USAID Education Data worked closely with the Directorate of ECE to plan and facilitate the ECE baseline dissemination workshops. This further strengthened our working relationship with the Directorate.

7. UPDATES FROM LAST PERFORMANCE REPORT

Table 16. Updates from last performance report

#	Issue	Agreed Action Item	Current Status June 2021	Outstanding action items
1	Based on increased COVID-19 positivity rates and the MoH directive to close all schools and postpone in-person workshops, Education Data activity raised the issue of postponing the ECE Dissemination workshops in Eastern and Western province.	After discussions with USAID/Zambia, Education Data activity notified the COR during weekly meetings on the postponement of the meetings.	USAID Education Data conducted the dissemination workshops in Q1.	Complete
2	Due to delays in finalizing the contract modification 04 by USAID and the learning loss experienced due to closure of schools, USAID Education Data presented to USAID, the option of conducting the Midline EGRA in January 2022.	USAID maintained that the USAID Education Data should conduct the Midline EGRA at the end of 2021.	USAID Education Data implemented the Midline EGRA and NERS activities October – November 2021.	Complete

7.1. PLANNED ACTIVITIES FOR NEXT QUARTER

Based on (1) the project's increased period of performance to December 2022 (2) EGRA Midline study from October – December 2021 and (3) the ECE Endline Study from January – March 2022, Education Data team will conduct the following activities, while monitoring the COVID-19 crisis closely and adjusting activities accordingly.

Table 17. Activities planned for next quarter

#	Key Tasks/Interventions/Action Items	Opportunity for USAID/Zambia Involvement	Tentative Date planned
1.	Submit revised Midline Language mapping report	USAID/Zambia involvement	February 28, 2022
2.	Submit Midline EGRA report	USAID/Zambia involvement	March 31, 2022
3.	Submit the Education Data Collection Framework for EGRA in Zambia	USAID/Zambia involvement	March 31, 2022
4.	Quarterly performance report	USAID/Zambia involvement	April 15, 2022
5.	Annual Property Report	USAID/Zambia involvement	April 15, 2022
6.	Annual foreign tax report	USAID/Zambia involvement	April 15, 2022
7.	Quarterly financial report	USAID/Zambia involvement	April 30, 2022
8.	Semi-Annual report to E3 (USAID)	USAID/Zambia involvement	April 30, 2022
9.	Conduct ECE QCO and assessor trainings	USAID/Zambia involvement	January 24-28, 2022
10.	Conduct ECE dry runs in the provinces	USAID/Zambia involvement	January 31- February 4, 2022
11.	Conduct ECE data collection	USAID/Zambia involvement	February 7 – February 25 2022
12.	Field supervision and Quality Assurance monitoring	USAID/Zambia involvement	February 7- February 25, 2022
13.	Online monitoring of ECE data collected	USAID/Zambia involvement	February 7- February 25, 2022
14.	Data cleaning and analysis capacity building workshop	USAID/Zambia involvement	February, 2022

ANNEX 1. INDICATOR RESULTS SUMMARY

Year 4: October 1, 2021 – September 30, 2022

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**									USAID Education Data will update the targets for this indicator upon completion of the EGRA data analysis.
Indicator 1.1: Number of schools with language profile verified	Custom	**4,626**	**116**							**4,626**	**4,113**	Per the AMELP, USAID Education Data verified 116 GRZ and community schools of the 4113 schools in the 2020 language mapping exercise. This was done in the 5 NERS provinces: Lusaka, Copperbelt, Central, Luapula, and Northern provinces during the EGRA data collection from October-December 2021. In the next quarter, USAID Education Data will verify additional schools from the 2020 language mapping data base.
Indicator 1.2: Score of EGRA instrument completion	Custom	100%	**100%**							100%	**100%**	For the midline, the score of EGRA is calculated as 50% IRB clearance of tools and protocols and programming into tablets, 25%; Approval of tools by MoE and USAID approval: 25%. In Year 3, the Midline EGRA tools were assembled and validated by ECZ and the MoE. USAID Education Data secured IRB approval for the midline EGRA in 2021. USAID Education Data submitted the EGRA tools for approval in July 2020 and they were programed into Myna with ECZ during Skills Workshop 4.

Indicator	Standard/ Custom	Q1		Q2		Q3		Q4		Total		Explanation
		Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
Indicator 1.3: Number of EGRA assessors trained	Custom	180 with at least 135 (75%) attaining the gold standard	**328**							180 with at least 135 (75%) attaining the gold standard	**328**	Per the AMELP, USAID Education Data should target to train 60 QCOs and 120 assessors. Prior to the 2021 EGRA data collection, USAID Education Data trained 328 assessors and QCOs.
Indicator 1.4 Number of schools in which EGRA is completed	Custom	1,000	**1,212**							1,000	**1,212**	USAID Education Data conducted EGRA in the five target provinces of USAID Let's Read and assessed 737 Midline schools of 816 schools assessed at baseline and an additional 483 schools in the additional 5 provinces under the NERS.
IR Indicator 2: % of stakeholders reporting having access to EGRA results	Custom	100 people receive; 75% acknowledge receipt; 60% report use	**00**							100 people receive; 75% acknowledge receipt; 60% report use	**00**	Per the AMELP, the target for 2021 is 100 people receive; 75% of receivers acknowledge receipt; 60% report use. USAID Education Data will conduct disseminations for the 2021 EGRA in mid-2022.
Indicator 2.1: Number of EGRA dissemination activities conducted	Custom	1 National; 2 regional level	**00**							1 National; 2 regional level	**00**	Per the AMELP, Dissemination of the midline EGRA results is planned for Year 4. Dissemination will take place in mid-2022.
Indicator 2.2: Number of research studies completed	Custom	03	**1**							03	**02**	Per the contract USAID Education Data will complete three research studies, Baseline ECE in 2020, Endline ECE in 2022, and the NERS in 2021. . USAID Education Data completed the

Indicator	Standard/ Custom	Q1		Q2		Q3		Q4		Total		Explanation
		Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
												ECE Baseline study, conducted the NERS in Oct-December 2021 and will conduct the ECE Endline study January – March 2022.
IR Indicator 3: Institutional capacity index to implement EGRA	Custom	80% of tasks with more than an averag e score of 3.5.	**00**			.				80% of tasks with more than an average score of 3.5.	**50%**	Baseline institutional capacity index was 36%. USAID Education Data assessed ECZ capacity in FY2020 Q3. Survey results indicate an increase in self-report capacity by 14%. An additional survey will be conducted in quarter 3 and after dissemination to assess trends overtime.
Indicator 3.1: Number of individuals trained in implementing EGRA at ECZ and MoE	Custom	10	**209**							10	**209**	Per the AMELP, at least 10 persons at MoE/ECZ are expected to be trained on various EGRA tasks in 2021. USAID Education data trained 63 MoE officials as QCO and 139 as assessors. USAID Education Data also trained 5 ECZ officials as trainers and data collection monitors. A total of 2 MoE official from HQ were trained in EGRA.
Indicator 3.2: % of EGRA tasks implemented by ECZ staff	Custom	50%	**236.4% %7%**							50%	**72.7%**	During the performance period, , ECZ participated in 4 of 11 EGRA tasks (36.4%), including the EGRA Training of assessors and QCOs, dry runs, data collection, and monitoring. Per the AMELP, EGRA tasks accumulate over the two rounds of EGRA, with the target that ECZ conduct 50% of all tasks by the end of the contract. ECZ has so far done 8 of the 11 EGRA tasks.
ES.1-1. Percent of learners who demonstrate reading fluency and	Standard (ES 1-1)	1,000 school s with up to	**00**							1,000 schools with up to 20 learners	**00**	Per EGRA postponement to Year 4, USAID Education Data conducted the Midline EGRA October- December 2021. Of the 816 schools sampled from the Let's Read provinces at

Indicator	Standard/ Custom	Q1		Q2		Q3		Q4		Total		Explanation
		Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
comprehension of grade level text at the end of Grade 2 with USG assistance		20 learners in each school								in each school		EGRA baseline, USAID Education Data assessed 737 schools with up to 20 learners per school. This forms the denominator for calculating the indicator at midline to examine progress over time. Per Let's Read project targets - at least 40% of sampled learners are expected to achieve the benchmarks of 15 correct non-words per minute; 20 CWPM in ORF and 40% comprehension of the passage read. USAID will report on this indicator upon completion of the Midline EGRA data analysis.

ANNEX 2. SUCCESS STORY

EGRA: EDUCATIONAL EXPERIENCE OF TECHNOLOGY IN REAL LIFE

Early Grade Reading assessment (EGRA) is one of the measures that the Ministry of Education and other co-operating partners use to ascertain the quality and learning outcomes in early grades 1-3.

I had the privilege to participate in the Midline EGRA survey, it was a wonderful experience as it involved series of trainings that were designed to equip all concerned with the skills needed to conduct the survey. From the onset of the trainings, emphasis was placed on the need to take the trainings seriously both at national and provincial levels. It was a nice encounter as most of our practical sessions were well analyzed by qualified personnel using the system dashboard that gave us results of areas of strengths and weaknesses. Having qualified for the actual field work as a Quality Control Officer, it was a joyous encounter knowing that I was going to be part of the team that was going to collect the actual data and be exposed to different experiences of the Midline EGRA survey.

I conducted assessments in Petauke district of Eastern province at 16 sampled schools, the majority in rural areas. Conducting assessments in both rural and urban schools was a good experience for me as I was able to make comparisons in the way learners in the rural areas perform or respond to questions compared to those in the urban areas.

One of the observations I made was that learners had no books to read at their own time and when they are at home. They only read books at schools. As it is well known that the education system demands that learning process should continue at home after they leave school. Teachers do not like to give learners books to go and read from home as well as giving them homework. During data collection, I discovered that schools had received some reading materials from a renowned organization, but these books were still packed in offices, denying learners an opportunity to have reading materials exposed to them.

One of the schools urban visited was Petauke primary school. The school has good infrastructure and furniture in place. Interacting with learners made me discover that most of the learners come from home without eating anything. The school is not a beneficiary of the World Food

Figure 2: Interacting with learners at Petauke Primary school in Eastern province

Programme (WFP). Because of this, no meals are provided to the learners by the school. This has led to a lot of absenteeism on the part of the learners. It is therefore imperative that such programs are structured to even benefit learners in urban schools.

Another saddening experience was that of a community school I went to which, had a classroom block which was not roofed for about 12 years. The block has no floor and desks where learners could sit during lessons. The situation that always leads to closing of the school during rainy season. This means that learning is interrupted in the rainy season (November to April),

Figure 3: A rural school in Nyimba Mwana Primary school in Nyimba district

disadvantaging the learners. This school has one untrained volunteer teacher aged 64 who has been teaching at the same school for more than 16 years. During the time of our visit with the team, we found learners dispersed as there were signs of rainfall. After communication with the PTA chairperson, we started looking for the learners from the feeder villages that later gathered and assessed in the shade under the trees.

It was well known that the learning environment affects the learning process at this school. Many learners travelled longer distances to access education which should not be the case. There is need for government to develop such schools and deploy qualified teachers that will deliver the much-needed quality education to the learners. Nevertheless, the children participated in the EGRA despite the condition of the school.

Assessments like the EGRA provide an opportunity to learn about the learner outcomes from these different earning environments. It is also through such surveys that engagement of different stakeholders such as parents, teachers and communities are measured.

I sincerely want to thank the stakeholders involved in the management of the process for giving me an opportunity to participate in the process of data collection as a Quality Control Officer as it has revealed to me what is going on in many schools, the conditions that learners of different background go through in pursuit of their education. I have also learnt that environments affect the learning process. There is need to ensure improvements are made in rural schools so that ALL learners have the opportunity to learn in a conducive environment and obtain good quality education.

Figure 4: Author - Lephard Tembo DRCC

ANNEX 3. MOE REPORT HIGHLIGHTS

ACTIVITY TITLE AND DESCRIPTION

The USAID Education Data 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, Northwestern, Western, and Southern Provinces. The USAID Education Data also aims to strengthen the capacity of the Examination Council of Zambia (ECZ) and the Ministry of General Education (MoE) to track and collect data to improve learning outcomes in Zambia. The Education Data activity is funded by USAID/Zambia and ends by December 2022.

PARTNERS

USAID Education Data 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

During the period of performance, Education Data activity submitted the following documents: (i) Annual Performance Report. This report outlines the activities USAID Education Data conducted in FY 2021. (ii) The Annual Work Plan, which outlines the planned project activities for FY2022. (iii) The quarterly financial reports and the (iv) semi-annual performance report. In addition, USAID Education Data conducted Midline EGRA trainings, data collection, field monitoring and online monitoring of data collection. USAID Education Data also conducted the dissemination of ECE baseline results in Eastern and Western provinces. The findings of this research will help MoE review ECE implementation in Government and community schools based on the findings.

SUCCESSES

During the performance period, Education Data activity collaborated with the sub-contractor INESOR and ECZ officials to plan and conduct the Midline EGRA training, i.e., ToT, QCO trainings in Lusaka and assessor trainings in the provinces. Furthermore, USAID Education Data successfully conducted in-person, the ECE dissemination workshops in Eastern and Western provinces, while observing COVID-19 health measures.

CHALLENGES

1. **Delay in finalizing the contract modification:** Delays in finalizing the contract modification 04 subsequently affected the project's renewal of contracts with subcontracts MSI and INESOR. While the later subcontractor continued to support the project whilst waiting for their contract, the former organization minimized and subsequently ceased implementation of activities with USAID Education Data. Furthermore, MSI could not support USAID Education Data during the Midline EGRA training because of the short notice they had received after USAID Education Data received the revised

contract modification 4. This also affected planning for the EGRA Master trainer to travel to Lusaka for the training as the notice was inadequate for planning the trip.

2. **COVID-19 restrictions:** Due to COVID-19 travel restrictions the STTA that has traveled to support the Midline EGRA activities and preparations for ECE returned his country two weeks earlier than planned due to travel restrictions and cancellation of flights to the sub-Saharan region at the onset of the omicron covid variant. The STTA continued to support the project virtually after he returned to Guatemala.

LESSONS LEARNED

- Frequent and streamlined communication with partners is vital to ensure that all stakeholders understand each other's expectations and to plan within the human resources, time, and financial resources available to conduct the tasks.
- Given the uncertainty due to COVID-19, Education Data activity, ECZ and other staff must continue to be flexible and to explore innovative ways to adapt activities and timelines as needed to minimize risk, reduce transmission all the while working to achieve activity objectives.

ANNEX 4. PLANNED MONITORING SCHEDULE FOR NEXT QUARTER

USAID Education Data conducts data quality assessments regularly. As part of the Year 4 Annual Work Plan submitted to USAID on October 15, 2021, USAID Education Data anticipates needing to revise the AMELP monitoring schedules and indicator timelines, consistent with the request to postpone the EGRA because of COVID-19. USAID Education Data anticipates collaboration and USAID concurrence on AMELP revisions and timelines. Nevertheless, four DQAs are scheduled for Q1 FY2022, as aligned with the Midline EGRA timeline.

#	Location	Date	Indicator	Point(s)-of-Contact	Issues/Comments
1	Lusaka	March 30, 2022	Indicator 1.1: Number of schools with language profile verified	Douglas Milasi, Monitoring & Evaluation Specialist, USAID Education Data	Update Indicator 1.1 after finalized, executed contract reflecting EGRA postponement to October 2021. Updates should show number of schools and LoI in the five additional provinces during NERS data collection.
2	Lusaka	April 30, 2022	Indicator: 1.4: Number of schools in which EGRA is completed	Douglas Milasi, Monitoring & Evaluation Specialist, USAID Education Data	Update Indicator 1.4 after finalized, executed contract reflecting EGRA postponement to October 2021
3	Lusaka	April 30, 2022	Indicator 3.1: Number of individuals at MoE/ECZ trained by the Education Data activity in various aspects of EGRA implementation or use.	Douglas Milasi, Monitoring & Evaluation Specialist, USAID Education Data	Update Indicator 3.1 after finalized, executed contract reflecting additional year of implementation of activities
4	Lusaka	April 30, 2022	Indicator 2.2: Number of research studies completed	Douglas Milasi, Monitoring & Evaluation Specialist, USAID Education Data	Update Indicator 2.2 after finalized, executed contract reflecting ECZ NERS, Midline EGRA data collection in 2021, and ECE End line 2022