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USAID Education Data Quarterly Performance Report

Fiscal Year 2022 Quarter 3

April 1, 2022 to June 30, 2022

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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
Lol	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
TOCOR	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 Education (MoE) Examinations Council of Zambia (ECZ)
Activity Goal	Provide distinct assessment, data management, and research and evaluation services to the USAID Education Office that will monitor and track the progress of USAID’s <i>Let’s Read Project</i>
Activity Objectives	<ul style="list-style-type: none"> ● 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	April 1, 2022 – June 30, 2022

1. ACTIVITY IMPLEMENTATION PROGRESS

This quarterly report presents USAID/Zambia Education Data's performance progress covering the period from April 1 to June 30, 2022. The performance report incorporates major project accomplishments in collaboration with the Ministry of Education (MoE) and the Examinations Council of Zambia (ECZ). This includes drafting and submission to USAID of the Midline Early Grade Reading Assessment (EGRA) report and technical assistance to ECZ for data cleaning, analysis, and report writing for the National Estimates Research Study (NERS) as well as data analysis and cleaning for the endline Early Childhood Education (ECE) study. The report is organized according to the contracted tasks under the activity.

1.1 KEY HIGHLIGHTS SUMMARY

During the reporting period, April to June 2022, USAID Education Data deliverables related to contracted tasks include:

TASK 1. LANGUAGE MAPPING EXERCISE

- ✓ Nothing to report

TASK 2. PREPARATION TO CONDUCT EGRA

- ✓ Nothing to report

TASK 3. FINALIZE MIDLINE EGRA TOOLS AND COMPLETE TRAINING

- ✓ Nothing to report

TASK 4. CONDUCT EGRA

- ✓ EGRA report submission

TASK 5. ECZ CAPACITY BUILDING

- ✓ NERS Data Cleaning Workshop Conducted
- ✓ NERS Data Analysis Workshop conducted
- ✓ Transition of EGRA Tasks to ECZ

TASK 6. EGRA DISSEMINATION

- ✓ Preparations for Midline EGRA National and regional Workshops

TASK 7. RESEARCH STUDIES

- ✓ Endline ECE data cleaning and analysis.
- ✓ NERS report writing
- ✓ Submission of NERS Datasets and codebooks

PROGRAMATIC PLANS AND REPORTS

- ✓ Prepared quarterly performance report
- ✓ Prepared quarterly financial report
- ✓ Prepared semi-annual performance report
- ✓ Prepared annual inventory report
- ✓ Prepared annual foreign Tax report

- ✓ Prepared NERS and Midline EGRA databases and code books
- ✓ Prepared Data Quality Assessments

OTHER REPORTS

- ✓ Revised AMELP

TASK 1: MIDLINE LANGUAGE MAPPING EXERCISE

Complete. Nothing to report.

USAID Education Data submitted the verified Midline Language Mapping report in the previous quarter.

TASK 2: PREPARATION TO CONDUCT EGRA

Complete. Nothing to report.

USAID Education Data completed all the activities related to this task in FY2022 Q1.

TASK 3: FINALIZE MIDLINE EGRA TOOLS AND COMPLETE TRAININGS

Complete. Nothing to report.

USAID Education Data completed activities related to this task in FY 2022 Q1.

TASK 4: CONDUCT EGRA

MIDLINE EGRA REPORT SUBMISSION: USAID Education Data shared preliminary findings of the Midline EGRA study with USAID in the previous quarter and included feedback from this presentation in the virtual dissemination of results to the USAID Let's Read project staff held on 8th April. Building on feedback from this dissemination USAID Education Data conducted further analysis and submitted the Midline EGRA report to USAID/Zambia on 29th April 2022. This report was collaboratively written by a data analytics team from Devtech Home Office and USAID Education Data.

TASK 5: ECZ CAPACITY BUILDING

Data Cleaning and Analysis Workshops

As part of the sustainable transition of fifty (50) percent of EGRA tasks to ECZ, in this quarter, USAID Education Data with support from a Devtech data analytics team from Home Office conducted two hybrid capacity building workshops with ECZ and facilitated an in-person report writing retreat workshop.

NERS data cleaning workshop: The purpose of this workshop was to strengthen the psychometric skills of ECZ staff in EGRA data cleaning using STATA software and prepare the NERS datasets for analyses. USAID Education Data trained 7 ECZ staff from 12-14 April 2022 at Radisson Blu. The data cleaning focused on methods for manipulating and cleaning datasets drawing on the data collected for the Midline EGRA and the National Estimates Research Study. On the first day, the ECZ team, with support from the Devtech data analytics team, cleaned the NERS EGRA learner data and data from the learner questionnaire. On the second day the workshop focused on the teacher and head teacher questionnaires and school inventory datasets. The third day comprised of sessions on merging datasets into final datasets and discussions on the data analysis workshop.

NERS Data analysis workshop: After the data cleaning workshop, USAID Education Data trained the same 8 ECZ officials in data analysis from 25-27 April. The purpose of this workshop was to produce tables and summary figures in STATA that can be used in Excel and Word to prepare the NERS report, in line with the NERS concept note developed by ECZ in 2020. Day one focused on analyses that answered the research question 1, *“How well are learners in Zambia learning foundational reading skills, in their local language of instruction, by grade 2?”* Analyses for day two focused on research question 2, *“Are grade 2 learners able to make meaning of what they hear?”* The last day focused on research question 3, *“What effects do various individual, school-related, and socioeconomic factors have on reading in any language?”* During the analyses, the participants used learner EGRA scores for each of the EGRA subtasks and also compared these scores to the Ministry of Education benchmarks. At the end of the workshop, USAID Education Data and ECZ discussed and agreed on the next steps for the report writing retreat.

NERS report writing retreat. After the NERS data cleaning and data analysis workshops, USAID Education Data supported the report writing retreat from 23-27 May 2022 at Twangale Resort. USAID Education Data provided a venue and logistical support for the retreat, which included the ECZ officials from the Research and Test Development Department, who participated in the two previous workshops, and their Senior Management. During this retreat, the ECZ team drafted the NERS report. USAID Education data staff did not participate in the writing process. On the third day of the five-day writing retreat, the data analytics team from Home Office connected with the ECZ team virtually to check-in with them and receive updates on the writing process. During the retreat, the USAID Education team from Home Office connected virtually to discuss the transition process, and the upgrading and adapting of the myna application for the Zambian context, as outlined in the subsequent section.

Transition of EGRA tasks to ECZ

USAID Education Data continued to address the skills gap at ECZ across the EGRA tasks through the NERS capacity building workshops mentioned above. The focus of this capacity building is to

ensure ECZ has the skillset required to independently conduct large-scale EGRA in the future as espoused in the transition document approved by USAID.

During the NERS report writing retreat, USAID Education Data discussed the MYNA application concept note, which was shared prior to the meeting. USAID Education Data explained that the MYNA application is an important part of the transition process. However, the current version of the application is outdated, and will not be available after the contract with MSI ends. This raises the need to reconfigure the App by updating and adapting for the Zambian context. USAID Education Data proposed to collaborate with the ECZ team to develop a reconfigured application, which ECZ could continue to use after the project closeout. The concept note presented to ECZ outlined a timeline for the application development, the level of effort required and cost implications. ECZ sent an official response to Education Data confirming their interest in the MYNA handover and future use of the tool passing any subscription fees and maintenance after the project ends in December 2022 to ECZ. The timeline for this activity is October – end of November, 2022. USAID Education Data has sufficient funds to conduct this reconfiguration and will submit a request to USAID for approval once ECZ formally confirms interest. ECZ will be responsible for maintaining and upgrading the application after the project closes out. USAID Education Data and ECZ are discussing the working modalities around the revision of the application.

TASK 6. EGRA DISSEMINATION

USAID/Zambia provided technical clearance for the Midline EGRA report on 16 June 2022 and USAID Education Data is revising the report based on feedback received. The project is also preparing for the EGRA dissemination workshops. USAID Education Data will conduct one national dissemination workshop and five provincial disseminations in Muchinga, Eastern, Southern, Western and Northwestern Province. USAID Education Data will collaborate with USAID Zambia, USAID Lets' Read Project, the Ministry of Education and Examinations Council of Zambia to disseminate the results. The purpose of these disseminations is to share experiences, draw lessons and recommendations on the trends in early grade reading comparing baseline and midline results to inform education policy and planning.

TASK 7: RESEARCH STUDIES

ECE ENDLINE STUDY

During this quarter, USAID Education Data began data cleaning for the study. The project developed a timeline of tasks to be done and a data analysis plan in the lead up to the drafting and submission of the report due in August 2022. The ECE databases comprise of quantitative data collected using the International Development of Early Learning Assessment (IDELA), which assesses early learning and development; and the Measuring Early Learning Environment

(MELE) classroom observation tool, which focuses on the learning environment and teaching pedagogies and practices. Qualitative data comprises data collected using teacher and learner surveys.

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 USAID Let's Read Project ECE intervention. USAID Education Data will also assess ECE teacher's classroom implementation to identify if their teaching pedagogies have improved.

In the previous quarter, USAID Education Data worked closely with the sub-contractor, Centre for Promotion of Literacy in Sub-Saharan Africa (CAPOLSA) on the Early Childhood Education (ECE) Endline research study to collect data from 52 schools in Western and Eastern Provinces.

NATIONAL ESTIMATES RESEARCH STUDY

During this quarter, USAID Education Data supported the data cleaning, analysis and report drafting process of the NERS report by ECZ as explained in task 5 above. The NERS will provide national baseline data on Grade 2 literacy levels for all ten provinces in Zambia. The NERS study specifically focuses on provinces that do not receive the Let's Read Project intervention: Central, Copperbelt, Luapula, Lusaka and Northern provinces. In the subsequent quarter, USAID Education Data will provide the findings of this study.

NERS DATASETS AND CODE BOOKS

USAID Education Data submitted the datasets and codebooks for the NERS to USAID/Zambia on 30th May 2022. These datasets and codebooks include data on student learning outcomes and are contractually transferable to USAID within 180 days of completing data collection for each EGRA.

2. IMPLEMENTATION STATUS TABLE

The table below provides a summary and status of activities for each contracted task that took place between April 1, 2022 – June 30, 2022.

Table 1. Implementation status table

Planned Annual Work Plan Activities	Achievement Status	Implementation Issues	Actions for Next Quarter
Task 1: Complete a Language Mapping			
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	Complete: On March 7, 2022, USAID approved the Language Mapping report, which can be accessed at https://pdf.usaid.gov/pdf_docs/Ofdc2fc5993b4843ba560406039c00e7.pdf		
Task 2: Complete preparation for the EGRA and EGRA pilot assessment			
2.1 School Verification of Baseline EGRA schools	Complete: During FY 2021 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	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 Lol and SSME tools in preparation for	USAID Education Data, MSI and ECZ conducted a hybrid workshop. Due to COVID-19 the	None

Planned Annual Work Plan Activities	Achievement Status	Implementation Issues	Actions for Next Quarter
Electronic data collection	electronic data collection during Midline EGRA. The team loaded the EGRA and SSME tools onto the tablets.	facilitators (MSI) could not travel for the training.	
2.5 Education Data Collection Framework for EGRA in Zambia			
Task 3: Finalize EGRA instruments and Complete Training			
3.1 Finalize the Midline SSME instruments	Complete: USAID Education Data worked with USAID Let's Read project and ECZ updated the SSME tools. Furthermore, USAID Education Data worked with CDC Language specialists to validate the translations conducted to the learner questionnaire in the 7 Lol.	The translation of the learner questionnaire in the 7 Lol was delayed due Health restrictions resulting from the COVID-19 pandemic.	None
3.2 ToT, Assessor & QCO trainings	Complete: USAID Education Data conducted these 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		
4.2 Seek MoE permission to	Complete: On July 27, 2021, USAID Education Data got permission from MoE to conduct Midline EGRA and	None	None

Planned Annual Work Plan Activities	Achievement Status	Implementation Issues	Actions for Next Quarter
conduct Midline EGRA	verify the language mapping activity during data collection. USAID Education Data and INESOR worked closely with provincial education office to prepare for Midline EGRA		
4.3 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, 2021 Based on the knowledge and skills acquired during 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.	None	None
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, 2021.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 to 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.
5.3 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	None	Hold additional meetings periodically throughout the remainder of the activity's period of performance

Planned Annual Work Plan Activities	Achievement Status	Implementation Issues	Actions for Next Quarter
	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.		
5.4. NERS data cleaning and analysis Workshops and report writing retreat	Complete: In April 2022, USAID Education Data conducted data cleaning and data analysis workshops to build ECZ capacity in methods for analyzing large education datasets using STATA software. From 23-27 May 2022, USAID Education Data facilitated the report writing retreat for ECZ to draft the NERS report. During the retreat, a timeline to review and refine the report for submission to USAID was agreed upon between ECZ and USAID Education Data. ECZ submitted the first draft report to USAID Education Data on June 7. s	The hybrid model was not the most optimal as it may have affected the level of interaction with the trainers.	ECZ to submit a revised report to USAID Education Data by mid-July for a second round of review and finalization for submission to USAID on August 15, 2022.
Task 6: Disseminate EGRA results to key stakeholders			
6.1 EGRA Baseline Dissemination	Complete: USAID Education Data completed all baseline dissemination activities of the EGRA results to stakeholders in June 2019.		
6.2 Midline EGRA Report	Incomplete: USAID Education Data will conduct Midline EGRA Results dissemination at national and regional levels in the next quarter. USAID Education Data is developing a dissemination plan and budget following approval of the EGRA report by USAID.		One National Dissemination workshop to be held and 5 disseminations in each of the five provinces of the study
Task 7: Conduct Research Studies			
7.1 ECE Baseline 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
7.2 ECE Baseline 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
7.3. ECE IRB Approval	Complete: USAID Education Data received IRB approval to conduct the ECE End Line study on 11 December 2021.	None	None
7.4. ECE Endline Training and Dry runs	Complete: USAID Education Data conducted data collection training for QCOs and assessors with sub-contractor CAPOLSA. The training took place 23-27 January 2022.	None	None
7.5. Data collection for ECE End Line Study	Complete: Data collection took place in Western and Eastern Province from February 2-17, 2022.	None	None
7.6 ECE End Line study Data cleaning, analysis and report writing	Incomplete: USAID Education Data is cleaning and organizing the data sets for analysis and subsequent report writing. A timeline and task chart has been developed to guide the process	ECE Endline Report is due August 30, 2022.	Data analysis and writing of the ECE Endline report to follow in Q4.
7.7 National Estimates Research Study training and data collection	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 data collection from November 1 to December 3, 2021, in five provinces, namely Luapula, Northern, Copperbelt, Central and Lusaka.	The COVID-19 pandemic and school closures affected the NERS implementation timelines and led to the recommendation to postpone 2020 data collection to 2021	None

Planned Annual Work Plan Activities	Achievement Status	Implementation Issues	Actions for Next Quarter
7.8 NERS Data cleaning and analysis	Complete: Data cleaning and analysis was conducted in April 2022.	None	Prepare and submit the NERS report to USAID in FY22 Q4.
7.10. NERS Datasets and Code Books	Complete: USAID Education Data submitted this deliverable following the completion of data cleaning and analysis workshops with ECZ on May 30, 2022	None	Awaiting USAID clearance
Other Accomplishments			
	Revised AMELP. Submitted to USAID on April 29, 2022.	None	Finalize the AMELP in the next quarter
	DQA 1.4 – number of schools in which EGRA is completed. Submitted to USAID on April 29, 2022.		
	DQA 2.2. – number of research studies completed. Submitted to USAID on April 29, 2022.		
8.1. USAID Education Data submitted the following deliverables to USAID.	ES1.1: Percent of learners who demonstrate reading fluency and comprehension of grade level text at the end of Grade 2 with USG assistance. Submitted to USAID on May 30, 2022.		
	ES1.48: Percent of learners targeted for USG assistance with an increase of at least one proficiency level in reading at the end of Grade 2. Submitted to USAID on May 30, 2022.		
	EGRA Data Collection Framework. Re-Submitted to USAID on April 29, 2022.		Finalize the framework in the next quarter
	Midline EGRA Report. Re-Submitted to USAID on May 28, 2022.		Finalize the report in the next quarter.

Planned Annual Work Plan Activities	Achievement Status	Implementation Issues	Actions for Next Quarter
	EGRA codebooks and datasets. Submitted to USAID on May 30, 2022.		
	Semi-Annual Report FY2022. Submitted to USAID on April 29, 2022.		
	Q2 Financial Report FY2022. Submitted to USAID on April 29, 2022.		
	Q2 Performance report FY2022. Submitted to USAID on April 12, 2022; resubmitted following feedback on May 17, 2022.		
	Close out and demobilization Plan. Submitted to USAID on June 30, 2022.		

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 biweekly meetings held virtually through Microsoft Teams and in-person. 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 FY2022 ECZ and USAID Education Data teams shared the transition document with their top management for signing. USAID Education Data and ECZ continue to implement the activities stipulated in the transition document.

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

Resignation and recruitment of Project Director: On April 20, the Project Director, Randy Hatfield (PhD) resigned from the DevTech to pursue other opportunities. DevTech immediately reassigned another Education, Gender and Youth Director, Jose Pineda (PhD) to lead USAID Education Data. A series of transition activities followed, and USAID Education Data notified USAID/Zambia of this leadership change. Dr. Jose Pineda is an expert in economics of education, macroeconomics, international economic analysis, and econometrics. He comes with over 24 years of experience in managing the United States Government, United Nations, and other international development organizations economic projects. Before his position at DevTech, Dr Pineda was Deputy Director of Research at the Office of Public Policies and Competitiveness at CAF Development Bank of Latin America and held other senior leadership positions at UNDP and UNEP in technical areas including education, gender, economic growth, evaluating impact drivers of economic development, and development of green economy models and indicators. Dr Pineda will work in close collaboration with the Senior Program Manager, Carla Paredes (PhD) at DevTech Systems Inc headquarters in Washington DC., and the Field Office team in Lusaka.

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

Recruitment of Administrative Assistant: On April 13, USAID Education Data hired Chishimba Kaluba as Administrative Assistant following the resignation of Muchimba Tembo Syachaba the previous month. USAID Education Data advertised the position and received over 500 applications. USAID Education Data reviewed the applications, shortlisted five candidates and conducted interviews to assess their administrative skills and suitability for the position. Prior to joining USAID Education Data, Chishimba worked for CAPOLSA in an administrative role. She holds a master's degree in Business Administration and has extensive experience in education management including data collection and analysis. As Administrative Assistant, Chishimba is responsible for scheduling meetings, note taking, office management and replenishments and coordinating travel and activities.

4. MONITORING, EVALUATION AND LEARNING PLAN UPDATE

USAID Education Data Activity 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. During the performance period, USAID Education Data revised the AMELP to reflect monitoring schedules and indicator timelines

consistent with the change to the timing of midline EGRA because of COVID-19. 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. Technical Capacities at ECZ.** USAID Education Data invested in a report writing workshop with ECZ at a remote site outside of Lusaka. The idea to retreat out of Lusaka follows from lessons learnt in the data cleaning and analysis workshops where not all ECZ staff were available for all the workshop hours days due to office duty reassignments to meet their other institutional priorities. USAID Education Data opted to consider the ECZ proposal of having its staff retreat to another district so that they could work as a team to draft and submit the NERS report in good time. The result of this adaptability was the submission of a draft report in June, well ahead of the deliverable scheduled to USAID in August 2022. Further, USAID Education Data is reviewing the Myna app developed by MSI to improve its suitability for ECZ use in the near future. In addition, the Myna app online dashboard will only be available to USAID Education Data until the end of the subcontract with MSI. Learning from this, the priority of USAID Education Data is to ensure sustainability of program activities and effective implementation of future education assessments by ECZ, in line with the Transition Plan approved by USAID.
- 2. Workshop Modalities.** USAID Education Data has continued to rely on adapting workshops and trainings using a hybrid of in-person contact and online or virtual sessions. Devtech Home Office joined the data cleaning and analysis workshops with ECZ virtually, while USAID Education Data staff were in person with the ECZ team. The NERS report writing retreat was also organized in a similar way by ECZ, having Devtech Home office connect for selected sessions remotely, while selected USAID Education Data staff joined them physically also at selected times. This adaptability demonstrated the resilience and drive for results by both ECZ and USAID Education Data to work in Covid times.

Adaptive Management. Key technical and management activities related to this during the performance period include:

- 1. Scenario Planning.** USAID Education Data is planning activities related to dissemination of the Midline EGRA report in the next quarter. These dissemination preparations include identification of venues and virtual platforms, participant lists and budgets in line with the intended audience which includes MoE officials at national, provincial, district and school level.

2. **Close out and demobilization plan modalities.** USAID Education Data is developing its close out and demobilization plan in line with the contract. Some close-out activities have been initiated and will progressively be undertaken until the close of the project.
3. **Contract Modification:** Due to MSI's inability to implement the project activities outlined in their contract with DevTech, USAID Education Data submitted a request to the OA to modify their contract. USAID Education Data worked swiftly to assemble a data analytics team to conduct training and capacity building activities with ECZ that MSI was supposed to undertake. OA responded to USAID Education data and approved this request on May 31, 2022.

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.

5.1. INTER-ACTIVITY COLLABORATION

Midline EGRA dissemination meetings. USAID Education Data has begun preliminary consultations with the Home Office, ECZ and Ministry of Education for dissemination of the midline EGRA results. The disseminations are scheduled to take place June-September 2022 and will also involve USAID and the USAID Lets' Read Project. These preparations and consultations for this inter-activity collaboration are expected to be ongoing until final arrangements are sealed with confirmation of dates and available participants from all institutions engaged.

Midline Language Mapping dissemination meeting. In this quarter, USAID Education Data activity officially shared the Midline Language Mapping report with the Permanent Secretary of the Ministry of Education. Further dissemination of this report will be done at the next Research Coordination Committee meeting of the Ministry. The membership of the RCC includes senior technical staff of different Ministry Directorates and cooperating partners in the education sector.

5.2. EDUCATION SECTOR PARTICIPATION

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

MoE/UNICEF Data Must Speak Initiative. In April 2022, USAID Education Data participated in the “Positive Deviance Research for addressing Learning Poverty” Zambia workshop of the Data Must Speak Initiative. The focus of this workshop is to support research for the Ministry of Education by jointly working with relevant sector stakeholders to find out and understand positive deviant behaviors or practices in best performing schools and ways to scale them up in more schools. USAID Education Data participated in the workshop supporting the research design and a purpose sample of at least 40 schools consisting of 20 good performing schools and 20 low performing schools was made. The entire study will be concluded in September 2023.

MoE/UNICEF Research Workshop. In June 2022, USAID Education Data participated in the “Teachers for All” (T4A) research kick-off workshop for Zambia. The central focus of this research study is to improve equity in teacher allocation in Zambia. The workshop brought together academicians, policy makers, practitioners and donors working in the education sector and discussed issues of teacher management, recruitment, and allocation. USAID Education Data highlighted the issue of promoting literacy and language of instruction in this regard, proposing this as a potential area of research for the study.

Education Sector Working Group Meeting. In this performance period, USAID Education data participated in the virtual monthly EWG meetings. These meetings are organized by Save the Children and serve to support collaboration between education stakeholders and the Ministry of Education. The meetings have facilitated regular communication among these stakeholders, a necessary activity given the covid-19 situation in the past months.

6. CROSSCUTTING ISSUES AND PRIORITIES

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

6.2. 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 female staff (the Administrative Assistant). As a result of recruitment, USAID Education Data consists of a female led and empowered team (both Project Manager and Deputy Project Manager). The team is also gender balanced with 3 female and 3 male staff members.

One female member of staff from the ECZ, ICT department participated in discussions on revamping of the Myna app. In previous and varied engagements, only male staff have been available by virtue of not having any female staff in these respective departments or assignments. Further, the data collected and used by USAID Education Data is gender disaggregated. It can and is often analyzed to identify gender gaps useful in targeting interventions, improving interventions, and informing policy uptake.

6.3. ENVIRONMENTAL COMPLIANCE

The design and implementation modality of USAID Education Data is in line with USAID Zambia Education Initial Environmental Examination (IEE) and its Categorical exclusion for IR3.1. Educational Achievement in Reading improved. To this end, during this performance period, USAID Education Data conducted knowledge sharing meetings, workshops and undertook information transfer of documents and data electronically with USAID and activity partners, notably ECZ.

USAID Education Data shared preliminary results of the midline EGRA with USAID via MS Teams meetings as a PowerPoint presentation. In addition, all workshops with ECZ were conducted online and paperless with electronic transfer of information via Google Docs, flash drives or PowerPoint presentations.

USAID Education Data consulted ECZ to chart a pathway of providing technical assistance in the improvement of the Myna app. This is in line with the Transition Plan for ECZ and USAID Education Data to ensure sustainability of program activities and effective implementation of future education assessments digitally. ECZ is the [major-proposed](#) beneficiary of all electronic equipment, furniture, and other project materials. The project will conduct an official handover of items after the disposition plan is approved.

6.4. SCIENCE, TECHNOLOGY, AND INNOVATION

USAID Education Data purchased 3 STATA licenses and renewed an additional 3 for ECZ in order to facilitate their capacity building. USAID Education Data is also actively engaged with ECZ in revamping the outdated Myna app and collaboratively redesigning it. USAID Education Data continues to explore increasing efficiencies in the use of virtual meeting platforms across different locations and time zones. The covid-19 pandemic is another reason virtual platforms will continue to be a resourceful means of managing the timely implementation of activities.

6.5. 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, USAID 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 and NERS activities, even when they had competing ECZ activities. 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 Q3, USAID Education Data continued communication with ECZ regarding the joint transition strategy that both parties need to sign. USAID Education Data also worked closely with ECZ to conduct the data cleaning and analysis of the NERS data and supported the drafting process.

7. UPDATES FROM LAST PERFORMANCE REPORT

Table 2. Updates from last performance report

#	Issue	Agreed Action Item	Current Status June 2022	Outstanding action items
1	Midline EGRA report	USAID approval received to extend submission deadline from March 30 to April 29, 2022	USAID Education Data submitted the report on 29 April and responded to USAID feedback on May 28, 2022	Awaiting USAID clearance
2	Termination of MSI Sub-contract due to failure to undertake planned activities	USAID provided consent USAID Education Data's request to modify the contract with MSI, owing to their changing availability to fulfil their scope of work.	USAID Education Data is working on the contract modification.	Finalize contract modification and continue to engage ECZ in revamping Myna app and provide continued access to online dashboard after contract modification is finalized.
3	Need to revise AMELP to reflect monitoring schedules and indicator timelines consistent with the change to the timing of midline EGRA because of COVID-19.	To review AMELP and update indicator targets	Pending approval	Updating Indicator summary status table

7.1 PLANNED ACTIVITIES FOR NEXT QUARTER

Based on (1) the project’s increased period of performance to December 2022 (2) submission of the EGRA Midline report and (3) on-going work on the ECE Endline Study, Education Data team will conduct the following activities, while monitoring the COVID-19 crisis closely and adjusting activities accordingly.

Table 3. Activities planned for next quarter

#	Key Tasks/Interventions/Action Items	Opportunity for USAID/Zambia Involvement	Tentative Date planned
1.	National EGRA Dissemination Workshop	USAID/Zambia involvement	July 22, 2022
2.	5 Regional EGRA Dissemination Workshops	ECZ and MoE Involvement	July – August 2022
3.	National Estimates Research Study Report	USAID/Zambia involvement	August 15, 2022
4.	ECE Endline Dataset and codebook	USAID/Zambia involvement	August 28, 2022
5.	ECE Endline Report	USAID/Zambia involvement	August 30, 2022
6.	ECE dissemination	USAID/Zambia involvement	October 30, 2022
7.	Annual Work Plan	USAID/Zambia involvement	September 15, 2022
8.	Disposition plan	USAID/Zambia involvement	September 30, 2022
9.	Q4 Financial Report	USAID/ Zambia involvement	July 30, 2022
10.	DQA 3.0	USAID/Zambia involvement	September 30, 2022
11.	Financial Report	USAID/Zambia involvement	October 30, 2022
12.	Annual Performance Report	USAID/Zambia involvement	October 30, 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	Project Target	Actual	
IR Indicator 1: Number of EGRA available for use by USAID and Ministry of Education	Custom	00	00	00	00	00	00			02	01	Baseline and Midline assessments to help assess progress made under USAID Let's Read, activity. The baseline EGRA is available for use for the MoE. USAID will report on this indicator after the midline EGRA disseminations.
Indicator 1.1: Number of schools with language profile verified	Custom	4,626	116	4,626	248	00	00			4,113	4,055	Per the AMELP, USAID Education Data verified 116 GRZ and community schools in the 2020 language mapping exercise database. This was done in the 5 NERS provinces: Lusaka, Copperbelt, Central, Luapula, and Northern provinces during the EGRA data collection from November-December 2021. In Q2, 5% (248 schools) verified the language mapping database. These were schools with missing and duplicated EMIS codes. USAID Education Data verified the school database with the existing database at MOE provincial and district offices. The specific education data that was updated in both steps of this exercise included EMIS codes, location of the school, LoI used and functionality of the school. USAID Education Data did not meet the target because duplicate schools and closed schools were removed from the database.

Indicator	Standard/ Custom	Q1		Q2		Q3		Q4		Total		Explanation
		Target	Actual	Target	Actual	Target	Actual	Target	Actual	Project Target	Actual	
Indicator 1.2: Score of EGRA instrument completion	Custom	100%	100%	00	00	00	00			100%	100%	In Q1 all EGRA instruments were ready for use for Mudline EGRA. After the Midline EGRA, all EGRA instruments need to be prepared for Endline EGRA.
Indicator 1.3: Number of EGRA assessors trained	Custom	180	328	00	00	00	00			180	328	Prior to the 2021 Midline EGRA data collection, USAID Education Data trained 328 assessors and QCOs to conduct the Midline EGRA and the NERS. The target was exceeded because the NERS was conducted simultaneously with the midline EGRA, this increased the number of assessors trained. In Q2 and Q3, no EGRA assessors were trained.
Indicator 1.4 Number of schools in which EGRA is completed	Custom	1,212	1,212	00	00	00	00			1,212	1,212	USAID Education Data conducted EGRA in the five target provinces of USAID Let's Read and assessed 786 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	00	00	00	00	00	00			100	00	Per the AMELP, the target for Midline is 100 people to receive EGRA results. This indicator will be updated after USAID Education Data conducts disseminations for the 2021 Midline EGRA in Q4 2022.
Indicator 2.1: Number of EGRA dissemination activities conducted	Custom	1 National; 5 regional level	00	00	00	00	00			1 National; 5 regional level	00	Per the AMELP, dissemination of the midline EGRA results is planned for Year 4. Dissemination will take place in Q4 FY2022, and indicator updated thereafter.

Indicator	Standard/ Custom	Q1		Q2		Q3		Q4		Total		Explanation
		Target	Actual	Target	Actual	Target	Actual	Target	Actual	Project Target	Actual	
Indicator 2.2: Number of research studies completed	Custom	00	00	00	00	00	00			03	01	Per the contract USAID Education Data completed the ECE Baseline study, conducted the NERS in October-December 2021 and conducted the ECE Endline study January – March 2022. The NERS and ECE reports will be submitted in Q4 to USAID. This indicator will be updated after USAID approval.
IR Indicator 3: Institutional capacity index to implement EGRA	Custom	00	00	00	00	80%	00			80%	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 4 after dissemination to assess trends overtime. This indicator will be updated once data collection is completed in Q3.
Indicator 3.1: Number of individuals trained in implementing EGRA at ECZ and MoE	Custom	10	209	00	00	10	10			10	214	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. USAID Education Data trained an additional 5 ECZ staff during the NERS data cleaning, analysis and report writing for the NERS.
Indicator 3.2: % of EGRA tasks implemented by ECZ staff	Custom	50%	72.7%	50%	72.7%	50%	90.9%			50%	90.9%	During the performance period, ECZ participated and took the lead in activities in 10 of 11 EGRA tasks (90.9%). 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. This indicator will be updated after the last EGRA task (dissemination of EGRA results).

Indicator	Standard/ Custom	Q1		Q2		Q3		Q4		Total		Explanation
		Target	Actual	Target	Actual	Target	Actual	Target	Actual	Project Target	Actual	
ES.1-1. Percent of learners who demonstrate reading fluency and comprehension of grade level text at the end of Grade 2 with USG assistance	Standard (ES 1-1)	00	00	00	00	40%	4.03%			40%	4.03%	Per the AMELP, the target for Midline is at least 40% of sampled learners are expected to achieve benchmarks of 15 correct non-words per minute; 20 CWPM in ORF and 40% comprehension of the passage read. USAID Education Data reported this indicator using cut scores emergent reader for the nonword reading, oral reading fluency, and reading comprehension subtasks. The target was not met due to disruption of learning activities caused by COVID-19 pandemic.
USAID Indicator ES 1-48: Percent of learners targeted for USG assistance with an increase of at least one proficiency level in reading at the end of Grade 2	Standard (ES 1-48)	00	00	00	00	13%	-8.04%			13%	-8.04%	This is a new indicator that was added to USAID/Zambia's PPR reporting in FY 2019. USAID Education Data reported this indicator using cut scores for each of the three proficiency levels— non-reader, emergent reader, and reader—for the nonword reading, oral reading fluency, and reading comprehension subtasks established as part of the National Policy. The target was set with MOE in FY2020 for EGRA Midline. There was no improvement in any of the three reading levels due to disruption of learning activities caused by COVID-19 pandemic.

ANNEX 2. SUCCESS STORY

THE ROLE OF USAID EDUCATION DATA IN MY GROWTH AS AN EDUCATIONAL RESEARCHER

One of USAID Education Data's major partners is ECZ. Since inception, USAID Education Data works closely with officials from the research unit at ECZ. As part of one of USAID Education Data's objectives to build the capacity of ECZ officials to conduct EGRA, the project conducted three training workshops with ECZ during this performance period. Featured as part of our success story is senior research officer Mr. Simwinga Simwinga, who shares with us his experiences in working with USAID Education Data.

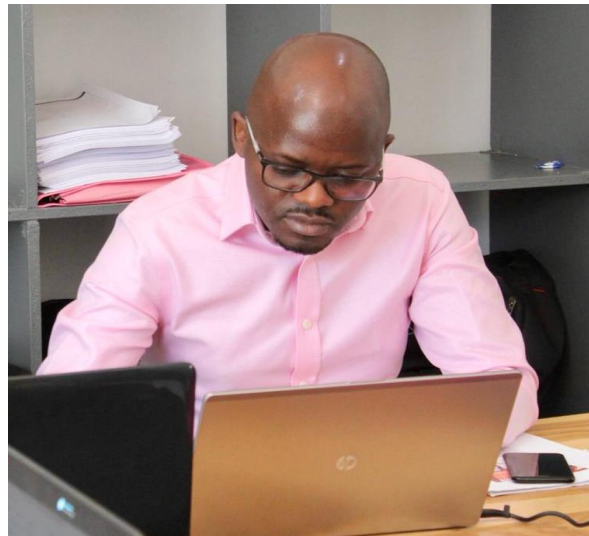


Figure 1: ECZ official from the research unit, Mr. Simwinga Simwinga

“As an individual and indeed as ECZ, the relationship with USAID Education Data is wonderful. I have collaborated closely with the EDA team for over three years. During this period, I have created a meaningful bond with all the members. In my years of working with USAID Education Data, I have been involved in many different types of activities including the NERS. In the NERS, I have been involved in conceptualizing, study designing, execution and report writing. Simply put, I have been involved from inception through to the end. Firstly, as the adage goes “if you are knowledgeable then you must actually know that it is a very blessing of God to you and as we all know that whenever you share your very knowledge with others it always makes you even more knowledgeable,” I am grateful to USAID Education Data for the trainings and workshops. Particularly, the use of STATA to manipulate data. For me, the report writing retreat was an opportunity to practice the skills I had acquired from the trainings. It accorded me a chance to apply skills acquired over time and it was very interesting to pull out statistical reports which were consistent with the ones provided to us. Also, it allowed me to identify areas I did not fully understand during the trainings. The environment in which we were put is something I appreciate too. Training of QCOs and enumerators was the highlight of my participation in the NERS. During this activity I enjoyed working with different people at different levels. I got to understand the EGRA in detail.” Recounted Mr. Simwinga.

“As you are aware, my role at ECZ is mainly educational research. The experience with the NERS has sharpened my skills in this regard which has translated into accuracy and quality. My feedback to USAID Education Data is just to appreciate for the capacity built in me as an individual and as ECZ. I hope this goes beyond the lifespan of the NERS. In future, consider lengthening some trainings as time wasn’t adequate in most cases. Also, consider inviting me to the home office lol...would urge anyone planning to do an EGRA to employ the strategy USAID Education Data used. I think a lot of careful planning was done before execution as evidenced by the well-coordinated series of activities.,” said Mr. Simwinga.

ANNEX 3. MOE REPORT HIGHLIGHTS

ACTIVITY TITLE AND DESCRIPTION

USAID Education Data began implementation in April 2018 with the objective to provide education assessment, data management, and research and evaluation services to USAID in support of the USAID Let’s Read Project that targets Eastern, Muchinga, Northwestern, Western, and Southern Provinces. USAID Education Data also aims to strengthen the capacity of the Examinations Council of Zambia (ECZ) and the Ministry of Education (MoE) to track and collect data to improve learning outcomes in Zambia. USAID Education Data 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 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) Midline EGRA report. This report provides results from the 2021 Midline EGRA, which is a follow up to the Zambia 2018 Baseline Report. The Midline EGRA tracks the progress of USAID’s Let Read Project to improve reading outcomes, specifically targeting learners in Grade 2 in five provinces of Zambia: Eastern, Muchinga, North-Western, Southern, and Western. USAID also submitted the datasets and codebooks for the Midline EGRA. (ii) Revised AMELP. The revised AMELP reflects monitoring schedules and indicator timelines, consistent with the change to the timing of midline EGRA because of COVID-19. (iii) EGRA Datasets and codebooks (iv) NERS Datasets and code books (v) Four DQAs. These DQA include, DQA 1.4 – number of schools in which EGRA is completed; DQA 2.2. – number of research studies completed; ES 1.1: Percent of learners who demonstrate reading fluency and comprehension of grade level text at the end of Grade 2 with USG assistance; ES1.48: Percent of learners targeted for USG assistance with an increase of at least one proficiency level in reading at the

end of Grade 2. In addition, USAID Education Data facilitated 3 capacity building workshops for ECZ staff on data cleaning, data analysis and report writing for the NERS.

SUCCESES

During the performance period, USAID Education Data facilitated 3 workshops on data cleaning, analysis, and report writing for the NERS. These workshops are part of a set of knowledge-sharing clinics as part of the USAID Education Data transition strategy to ECZ.

CHALLENGES

1. **Non-availability of MSI to conduct the ECZ capacity building workshops:** The ECZ capacity building workshops were supposed to be conducted by MSI. However, MSI could not conduct the trainings due to changes in personnel. The Home Office data analytics team conducted the trainings with some support from Field Office. The changes of responsible staff to conduct training delayed the timelines for training. USAID Education Data and ECZ rescheduled the trainings by sharing timelines to attain agreement.
2. **Delayed response from ECZ:** USAID Education Data invited ECZ into a discussion on the need to revamp the Myna App. This was done during the Report Writing Retreat for the NERS report held 23-27 May 2022. In principle, ECZ management agreed to this proposal but have since not formally responded in order to charter next steps on this activity. This is presenting a challenge to USAID Education Data in that without a response, the activity cannot proceed with this the proposed reconfiguring of the Myna App.

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 submitted the revised AMELP in Q2 FY2022 and this is in review. The revised AMELP reflects monitoring schedules and indicator timelines, consistent with the adjustment to the timing of midline EGRA because of COVID-19. USAID Education Data anticipates collaboration and USAID concurrence on the proposed AMELP revisions and timelines. Nevertheless, the three DQAs are scheduled for Q4 FY2022, as aligned with the Midline EGRA timeline.

#	Location	Date	Indicator	Point(s)-of-Contact	Issues/Comments
1	Lusaka	September 30, 2022	Indicator 1: Number of EGRA available for use by USAID and Ministry of Education	Monitoring & Evaluation Specialist, USAID Education Data	Update Indicator 1 after approval of EGRA report by USAID
2	Lusaka	September 30, 2022	IR Indicator 2: % of stakeholders reporting having access to EGRA results	Monitoring & Evaluation Specialist, USAID Education Data	Update Indicator 2 after approval of EGRA report by USAID
3	Lusaka	September 30, 2022	Indicator 2.1: Number of EGRA dissemination activities conducted	Monitoring & Evaluation Specialist, USAID Education Data	Update Indicator 2.1 after approval of EGRA report and dissemination activities.