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2022 MIDLINE EARLY GRADE READING ASSESSMENT (EGRA)

Summary Notes from Dissemination Events July – August 2022

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2022 MIDLINE EGRA

Summary Notes from Dissemination Events July – August 2022

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CONTENTS

ACRONYMS	3
OVERVIEW	4
DISSEMINATION OF RESULTS WORKSHOPS	5
PREPARATIONS FOR THE EVENTS	5
DISSEMINATION MATERIALS	6
SUPPORT FROM MOE	7
ECZ COLLABORATION	7
MIDLINE EGRA FINDINGS	7
DISSEMINATION EVENTS	8
LUSAKA DISSEMINATION EVENTS	8
PROVINCIAL DISSEMINATION WORKSHOPS	11
PROVINCIAL GROUP DISCUSSIONS	30
SUMMARY OF WORKSHOP FEEDBACK FORMS RESPONSE	32
CONCLUSION	33
REFERENCES	34
ANNEXES	35
ANNEX 1: TABLE OF GROUP WORK FEEDBACK BY PROVINCE	35
ANNEX 2: WORKSHOP EVALUATION FORMS	44
ANNEX 3: WORKSHOP AGENDA	50
ANNEX 4: ATTENDENCE OF STAKEHOLDERS BY DISSEMINATION EVENT	52

ACRONYMS

CWPM	Correct syllable Sounds Per Minute
DRCC	District Resource Centre Coordinator
ECE	Early Childhood Education
ECZ	Examinations Council of Zambia
EGRA	Early Grade Reading Assessment
EO-TED	Education Officer – Teacher Education and Development
GRZ	Government of the Republic of Zambia
EWG	Education Working Group
IP	Implementing Partner(s)
Lol	Language of Instruction
MILO	Monitoring Impact on Learning Outcomes
MoE	Ministry of Education
ORF	Oral Reading Fluency
PEO	Provincial Education Office
PRCC	Provincial Resource Center Coordinator
RCC	Research Co-ordinating Committee
ORF	Oral Reading Fluency
SSME	Snapshot for School Management Effectiveness
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
USAID	United States Agency for International Development
USG	United States Government

OVERVIEW

USAID Education Data activity implemented by DevTech Systems Inc. commenced operations in Zambia in April 2018 with support from the United States Government (USG), and in partnership with the Government of Republic of Zambia (GRZ). The purpose of USAID Education Data is to provide assessment, data management, and research and evaluation services to USAID/Zambia in support of the USAID *Let's Read Project*. USAID Education Data also works 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.

The goal of the USAID *Let's Read Project*, funded by USAID/Zambia, is to improve the ability of Grade 2 learners to read at grade level, as measured by Early Grade Reading Assessment (EGRA). USAID *Let's Read Project* targets five provinces – Eastern, Muchinga, North-Western, Western, and Southern provinces.

There are major challenges in learning outcomes in Zambia, despite a high primary school completion rate of 86% (MoE, 2020). In 2011, Grade 6 learners in all nine Zambian provinces scored below the international means for reading and math according to the Southern and Eastern Africa Consortium for Monitoring Educational Quality study (SACMEQ III, 2010). The EGRA Baseline study in 2018 showed that only 10.2% of learners assessed in the five provinces (Eastern, Southern, Muchinga, Western and North-Western) read fluently and comprehended grade level text (EGRA Baseline report, 2018). The Monitoring Impact on Learning Outcomes (MILO) study reports that only 1.8% of learners assessed in early primary in 2016 and 2.3% in 2021 attained the minimum proficiency level in reading (UNESCO, 2022). Over the years, the USG, through various projects, has provided support to the Government of Zambia to help improve reading outcomes, and one such project is the USAID Let's Read.

The EGRA is an individually administered oral assessment of foundational skills for literacy acquisition in early grades. It is used as a diagnostic tool to measure student progress in reading (Sorensen, 2015). As an international assessment tool, EGRA was developed by USAID through its Education Data for Decision Making (EdData II) in collaboration with RTI in 2006, based on the five pillars of reading, proposed in 2000 by the National Reading Panel.

USAID Education Data assessed reading abilities for a representative sample of Grade 2 learners in Let's Read schools using the EGRA. The baseline assessment took place in 2018 before the launch of the Let's Read Project, and the midline assessment during October -December 2021. The purpose of the Midline EGRA was to track the performance of learners in reading from baseline to midline in the five USAID Let's Read target provinces.

This document is a compilation of summary reports from midline EGRA dissemination events during the period July-August 2022. It summarizes preparations by the USAID Education Data team, the presentation of findings at national and provincial level and highlights the next steps that MoE/ECZ, USAID and other Education sector stakeholders identified to inform classroom practice, policy, and education planning.

DISSEMINATION OF RESULTS WORKSHOPS

PREPARATIONS FOR THE EVENTS

- The USAID Education Data team in collaboration with staff of ECZ, MoE, USAID/Zambia, USAID Let's Read Project, and Provincial and District Education Office officials disseminated the midline EGRA results. USAID Education Data conducted one dissemination workshop for officials from MoE headquarters and another national level workshop which included education stakeholders in the sector. The national dissemination workshop was held in Lusaka. Thereafter, USAID Education Data held five provincial dissemination workshops in the target provinces of the Let's Read Project.
- USAID Education Data project also disseminated the results of the midline EGRA study at the 38th Association of Education Assessment in Africa (AEAA) conference, which was held in Livingstone, Zambia in August 2022. ECZ hosted this conference on behalf of the Zambian government and as a key partner of USAID Education Data, a special request was extended to the project to participate.
- USAID Education Data will continue to utilize other platforms such as the Education Working Group (EWG), the MoE Research Coordination Committee (RCC), and social media to share the midline EGRA results. Table I below summarizes the dissemination schedules by province, audience, venue, and date as they occurred.

Table I: Schedule of the Dissemination Activities

#	Province	Audience	Venue	Date
1.	Presentation to MoE officials	MoE PS and Directors at MoE HQ, Let's Read personnel and USAID/Zambia staff	MoE Conference Room, Lusaka	Tuesday, July 22
2.	Presentation of 2022 Midline EGRA results to MoE, and other Implementing Partners (Ips) and stakeholders	MoE, ECZ & education sector IPs and other stakeholders	Lusaka, Radisson Blu Hotel	Friday, July 27
3.	2022 Midline EGRA results dissemination workshop – Western Province	PEO, Grade 2 teachers, Head teachers, DEBS, and DRCC	Mongu – Liseli Lodge	Friday, August 4, 2022
4.	2022 Midline EGRA results dissemination workshop - Muchinga province	PEO, Grade 2 teachers, Head teachers, DEBS and DRCC	Chinsali – Katachi Lodge	Friday, August 12, 2022
5.	2022 Midline EGRA results dissemination workshop – Southern Province	PEO, Grade 2 teachers, Head teachers, DEBS and DRCC	Choma – Royal Eagle Hotel	Friday, August 17, 2022

6.	2022 Midline EGRA results dissemination workshop – North-Western Province	PEO, Grade 2 teachers, Head teachers, DEBS and DRCC	Solwezi- Kansanshi Hotel	Friday, August 24 2022
7.	2022 Midline EGRA results dissemination workshop – Eastern Province	PEO, Grade 2 teachers, Head teachers, DEBS and DRCC	Chipata- Protea Hotel	Friday, August 29, 2022

DISSEMINATION MATERIALS

The Midline EGRA report, approved by USAID/Zambia forms the basis for these dissemination activities. Using this report, USAID Education Data prepared PowerPoint presentations for each province and the following printed materials for participants:

1. **Midline EGRA Executive summary.** Information from the report was presented as a ten paged brief, which was distributed at the national workshop. The Midline EGRA report was uploaded to USAID Development Experience Clearing House (DEC) with USAID approval and is available here: https://pdf.usaid.gov/pdf_docs/PA00ZKPN.pdf
2. **Provincial briefs.** Three-page briefs were prepared for each of the five provinces. Results in each of these briefs were disaggregated according to the Language of Instruction (LoI) used in each province; Eastern (Cinyanja), Southern (Chitonga), Western (Silozi), North-Western (Lunda, Luvala and Kiikaonde) and Muchinga (Icibemba and Cinyanja). The provincial brief compared baseline and midline average scores across the EGRA subtasks. It also included results on the percentage of Grade 2 learners that met the MoE reading benchmarks for each subtask across each province, against the overall benchmarks results for the five provinces. It also included the provincial results on the predictors of Oral Reading Fluency (ORF) across the five provinces and finally, provides key recommendations based on these findings.
3. **District Briefs.** These briefs provided average results that compared baseline and midline performance of Grade 2 learners in six EGRA subtasks across the districts in each province. All district briefs presented data by the official LoI used in each province.

To ensure continued dissemination after the dissemination workshops, USAID Education availed each participant a flash drive that contained the above materials, including the presentation and a copy of the Midline EGRA report. This will allow the participants to share the dissemination information with MoE officials in their respective districts.

4. **Short messages for Facebook and Twitter** (after approval by USAID)
On August 4, USAID Education Data shared a message on Facebook and Twitter on the National dissemination of the Midline EGRA results to the Ministry of Education, Examinations Council of Zambia and implementing partners.

SUPPORT FROM MOE

In August 2022, USAID Education Data planned the provincial dissemination workshops in collaboration with MoE, USAID Lets Read, ECZ, and USAID/Zambia. To encourage participation and demonstrate MoE commitment and engagement, the Permanent Secretary (PS) sent a letter addressed to each of the Provincial Education Officers in the five targeted provinces of the Let's Read project. In the letter, the PS, authorized dissemination of the 2021 Midline EGRA findings and stressed the importance of this information in guiding provincial and district planning as well as addressing issues impacting learner performance. Prior to each workshop, USAID Education Data worked with the Provincial Education Office coordinating the meeting dates, venues, intended audience and other technical and administrative issues pertaining to the workshops. The day prior to each workshop, staff of USAID Education Data with ECZ and MoE HQ officials paid a courtesy call of the PEO discussing the agenda in as much detail as was requested. This close collaboration with MoE provincial staff helped ensure the successful implementation of these workshops and the active participation of those invited.

ECZ COLLABORATION

USAID Education Data activity worked in partnership with ECZ to disseminate the Midline EGRA results in all the five provinces. The staff of ECZ facilitated and partially led the dissemination of assessment results during these workshops in all the provinces. USAID Education Data actively engaged the staff member from ECZ assigned to participate in each of the workshops beforehand to plan and prepare for the roles and responsibilities assigned during the dissemination event. This act intensified ECZ involvement in understanding the entire report, and planning and executing the workshops effectively. Each ECZ staff member was given the liberty to choose at least one section of the results to then present in the workshop. In sum, the tasks performed by ECZ staff members during the workshops included co-presentation of the results with MoE and USAID Education Data staff, facilitating the group discussion and plenary and giving opening remarks on behalf of ECZ.

MIDLINE EGRA FINDINGS

There has been a decrease in learners' performance in initial reading skills and higher-level reading skills from baseline to midline, while pre-reading skills have remained unchanged. At midline, learners attending government-run schools performed better than learners from community-run-schools in all EGRA subtasks. Further, at midline, girls and boys are performing at basically the same level in initial and higher-level reading skills. In relation to the MoE stipulated minimum level reading proficiency, approximately four percent of Grade 2 learners met this benchmark at midline. This represents a decrease from the baseline assessment, which found that about eight percent of students reached the minimum level reading proficiency in non-word reading, reading fluency, and reading comprehension. No student reached the proficient reader (or fluent reader) benchmark. This reduction is consistent for all languages of instruction assessed, all of which show decreases in the percentage of learners achieving the MoE benchmarks at midline. Overall, less than 1 in 20 students is reading at the minimum proficiency level.

The study also shows that the factors associated with oral reading fluency include reading to others at home, reading a book at school, and reading at home. Learners who frequently read to others at home increased their reading fluency by around 2.7 cwpm. Similarly, learners who reported practicing reading at school the day prior to the EGRA assessment read about 2.9 cwpm more than learners who did not. These factors are closely linked to having materials available to read at home and at school. This evidences the need to continue improving access to high quality reading materials both at home and at school, and the need to sensitize both teachers and parents to support young learners to practice reading.

DISSEMINATION EVENTS

LUSAKA DISSEMINATION EVENTS

MOE DISSEMINATION - 22ND JULY 2022



Ministry of Education Permanent Secretary -
Education Services

PERMANENT SECRETARY - EDUCATION SERVICES OPENING REMARKS USAID Education Data presented the Midline EGRA results at the Ministry of Education headquarters. The Permanent Secretary-Technical Services, Mr. Joel Kamoko opened the meeting. In his welcoming remarks, he stressed the importance of early grade reading in the education sector. The PS stressed the importance of using the EGRA results to support decision making by MoE. In his closing remarks after the presentation, the PS thanked USAID and the projects for the partnership and challenged the MoE directors to fully comprehend the results and respond to USAID with a way forward.



USAID Education Data Senior Program Manager,
Carla Parades

PRESENTATION OF MIDLINE EGRA RESULTS – EDUCATION DATA - The midline EGRA results were presented by USAID Education Data staff, namely, Dr. Carla Paredes and Dr. Jere-Folotiya. The PowerPoint presentation summarized the research findings by research question and provided an overview of teacher and learner characteristics based on the Snapshot of School Management Effectiveness (SSME) tool. Following these presentations, participants were then invited to ask questions or provide comments on the results. The presentation was followed by the USAID Let's Read Project.



USAID Let's Read Chief of Party, Denise Clarke

PRESENTATION BY USAID LET'S READ PROJECT The USAID Let's Read presented its project goals and objectives, and its implementation status. This covered distribution of materials, tracking learner performance and training, and implementation issues before, during and after COVID-19. The Chief of Party, Ms. Denise Clarke also highlighted how the Project should hold itself and the wider system accountable for the EGRA results. Other issues and challenges discussed, include how to address the gaps in learning that COVID 19 has created and how partners in education should work together to improve reading outcomes.

NATIONAL DISSEMINATION – 27 JULY 2022



USAID Acting Mission Director, Robin Sharma

USAID ZAMBIA OPENING REMARKS - USAID Education Data held the national dissemination workshop for the Midline EGRA results at Radisson Blu. USAID Acting Mission Director Robin Sharma officiated at the event and spoke about the collaborative partnership around EGRA between MoE, USAID and USAID funded projects in education since 2010. He noted that USAID programs intend to strengthen the capacity of teachers and school administrators to better deliver education services and provide improved teaching and learning materials. By partnering with MOE, USAID aims to improve the quality of reading instruction and learning materials, strengthen monitoring and assessment, and harness the engagement of communities to improve childhood literacy rates.



ECZ Director, Dr. Michael Chilala

EXAMINATIONS COUNCIL OF ZAMBIA OPENING REMARKS - ECZ Director, Dr. Michael Chilala stressed the partnership that USAID/Zambia has with MoE in supporting the Government's efforts to both increase learner access and improve the quality of the learning environment. He highlighted the EGRA assessments that ECZ has conducted with support from USAID/Zambia. The director highlighted USAID Education's capacity building efforts to conduct large-scale assessments. He closed by mentioning that ultimately these efforts enable MOE to promote their basic education sector agenda, support policy reform, build capacity and improve the quality of teaching and learning.



Minister of Education, Hon. Douglas Syakalima

THE MINISTER OF EDUCATION OFFICIAL OPENING REMARKS - The Minister of Education Hon. Douglas Syakalima, officially opened the dissemination event. He spoke about the strong history of collaboration by MoE and USAID in implementing the primary literacy curriculum, reading assessments, strengthening systems to deliver quality primary literacy instruction, and improve performance of both community and public schools. The Minister stressed the importance of providing quality and free education and highlighted the need for accountability for improved reading results. He also said that the New Dawn Government is working to bring back partners that had withdrawn support to the Education sector following concerns over lack of financial accountability. He closed by emphasizing

that accountability is part of the lifeblood of the New Dawn Government and that the sector remains a torchbearer that prohibits corruption and abuse.



USAID Education Data Program Manager, Dr. Jere-Folotiya

PRESENTATION OF MIDLINE EGRA RESULTS –

Devtech Senior Program Manager, Dr Carla Paredes and the Program Manager of USAID Education Data Dr. Jacqueline Folotiya presented the midline EGRA results. The PowerPoint presentation summarized the research findings by the four research questions and provided an overview of teacher and learner characteristics based on the Snapshot of School Management Effectiveness (SSME) tool. Following the presentation, participants were then invited to comment or pose questions for clarification.



USAID Let's Read Chief of Party, Denise Clarke

PRESENTATION BY USAID LET'S READ PROJECT

- This presentation focused on the project goals, objectives, and implementation with regards to distribution of materials, tracking learner performance and training. The Let's Read Chief of Party also presented the status of project implementation before, during and after COVID-19. Ms. Denise Clarke ended the presentation by highlighting the challenges experienced by the project. She also noted the need for the project to hold itself and the wider system accountable for results. She noted the need for stakeholders to address the gaps in learning that COVID 19 raised and for all partners in education to refine approaches to improve reading outcomes.

PROVINCIAL DISSEMINATION WORKSHOPS

WESTERN PROVINCE- AUGUST 4TH,2022

USAID Education Data in collaboration with the Examinations Council of Zambia and Ministry of Education Headquarters facilitated the dissemination of midline EGRA results in Western Province on the 4th of August 2022. The workshop was officially opened by the Provincial Education Officer, Mrs. Grace Kandeke Sinkolongo. Other delegates that officiated at the workshop included USAID/Zambia Director Education, Sarah Crites, ECZ Assistant Director, Mr. Nkoya Shadreck, Planner, Ministry of Education Mr. Kabwe and USAID Education Data Program Manager, Dr. Jere-Folotiya. USAID Lets' Read Chief of Party, Ms. Denise Clarke also participated in the workshop with the Provincial Office Manager Ms. Jane Lisimba.

A total of 38 people participated in the workshop, including District Resource Centre Coordinators (DRCCs) from all 16 districts of the province, selected zonal heads from and early grade reading teachers from some schools.

WORKSHOP OPENING FORMALITIES

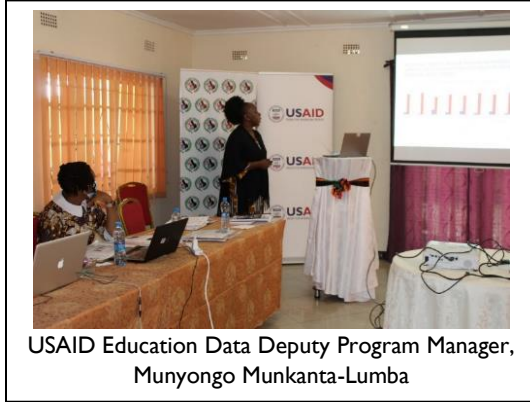
The director of ceremonies was Mr. Kachana Kachana, the Education Officer, Teacher Education and Development, based at the Provincial Education Office in Mongu. He began the workshop with welcome remarks and introduction of all participants by district.



OPENING REMARKS - The USAID Education Data Program Manager Dr Folotiya gave workshop welcoming remarks. Other speakers that gave opening remarks included USAID/Zambia Director Education Office, Ms. Sara Crites, and Examinations Council of Zambia, Assistant Director, Mr. Nkoya Shadreck. The USAID Director Education spoke about the collaborative partnership around EGRA between MoE and USAID and its projects since 2010. In this regard, the two speakers cited different examples of how this collaboration has been demonstrated including the development of the EGRA data collection framework, the baseline and midline EGRA studies, and other capacity-building initiatives over the years, that continue to promote evidence-based decision-making as a strategy for making improvements to policy and practice.



OFFICAL OPENING - The PEO officially opened the workshop and spoke about the workshop objectives and how responsive and accountable the province should be towards literacy achievements. In her speech, she mentioned the importance of the workshop and what the province can do to make a difference. She also mentioned that as a province, tracking systems for monitoring literacy levels will be put in place to hold responsible officers accountable. In this regard, the PEO stated that “this is the beginning of accountability and hard work towards improving literacy levels.” The PEO thanked USAID and all partners present.



USAID Education Data Deputy Program Manager,
Munyongo Munkanta-Lumba

PRESENTATION OF MIDLINE EGRA RESULTS -

The midline EGRA results were presented by USAID Education Data staff, namely, Dr. Jere-Folotiya, Munyongo Munkanta Lumba, and Douglas Milasi. The presentations included a PowerPoint presentation which summarized the research findings by research question, an overview of teacher and learner characteristics based on the Snapshot of School Management Effectiveness (SSME) tool and provincial and district briefs. Following these presentations, participants were then invited to pause questions or comments to clarify.



POM Let's Read project, Jane Lisimba

PRESENTATION OF LET'S READ PROJECT -

The Western Province Let's Read Project Provincial Manager, Jane Lisimba presented the project goals and objectives, implementation of the project with regards to distribution of materials, tracking learner performance and training. Let's Read Project also presented the context before, during and after COVID-19. The provincial office manager ended the presentation with the project challenges and how the Project holds itself and the wider system accountable.

QUESTION AND ANSWER SESSION ON RESULTS

1. Since these results have been shared by district, can we have access to how the sampled schools performed in the district?
2. What do we do differently? Where are we moving as a province? What did we do in 2018 that is not there now?
3. Limulunga and Mitete have excelled in all 6 subtasks, what is happening here?
4. If listening comprehension is taking place, how come letter sound identification is difficult?

OBSERVATIONS/COMMENTS

1. Teachers should be guided in understanding the meaning behind delayed response time by a learner, in responding to the number of correct letter and syllable sounds in a minute. In classroom practice, teachers give more time to a learner to respond. However, during EGRA assessments, the results show that the learner's performance is generally poor, because the assessment is timed. This could have contributed towards the poor assessment results for initial reading.

PEO conducted a random check-in with the participants in the meeting on why their districts performed the way they did. Some examples of responses from the district were as follows:

- Nkeyema – The district receives support from World Vision in literacy interventions. There are reading camps where learners go to learn from other schools. Learners are also allowed to meet in their homes and parents have been encouraged to support this.
- Limulunga – CPD in literacy is very strong as there are mechanisms for checking teachers at each grade level. There are annual meetings to strategize and keep “singing” about CPD.
- Milenge – When monitoring, the teams focus on underlying issues, such as teacher attention. Salaries are issued on time, and we encourage teachers to buy food 3 months in advance to avoid movements during learning periods. Parents have taken keep interest in reading to their children at home.
- Sikongo – administration – teacher attrition has reduced including teacher transfers. Those trained under Lets read are still in the same classes. Experience has helped in dealing with these issues and getting parents engaged in reading. The 10 minutes reading culture in the morning helps as it gives children a feel of a book and children can readily receive support where and when needed.
- Mulobezi – There are many community schools as compared to GRZ. There are untrained teachers with challenges in literacy and delivering literacy lessons. PEO challenged the district participants to identify what would help them perform better. The team from Mulobezi responded that they needed to intensify CPD.
- Mwandu – Participants indicated that they could not make any excuses as there was fertile ground for progress in reading in their area in terms of support, they are receiving in early grade literacy. They also emphasized the need for monitoring. The PEO asked why there was no monitoring when funds are available for such activities.
- Sesheke and Senanga – Participants noted that there is a gap in monitoring township schools, compared to rural schools. The EGRA sampled schools were rural schools, which had not received any capacity-building support, especially the selected community schools. There was need to level the ground. Participants acknowledged that there was no serious monitoring taking place.

Proclamations made by the PEO.

- No transfer of teachers allowed unless it is necessary, and PEO must be informed.
- PEO would develop tracking systems that would help monitor learner performance
- MoE officials would be made more accountable for learner performance.
- Newly recruited teachers to review support and orientation
- The community and village head men to be involved in child education with regards to absenteeism and literacy.

CLOSE OF WORKSHOP

Vote of Thanks- Mr. Nkoya Shadreck- ECZ Assistant Director Research and Test Development

The ECZ Assistant Director Research and Test Development, Mr. Nkoya Shadreck gave the vote of thanks. He thanked the USAID Education Data team for the collaboration ECZ in the Midline EGRA study, NERS, and capacity building. He also mentioned that ECZ has benefited from the capacity building with the technical skills to conduct large scale assessments. Mr. Nkoya thanked the participants for their

participation and contributions to the discussions and urged the participants to take the results as a revelation and make sound decisions to improve learning.

Closing Remarks- Mrs. Grace Kandeke Sinkolongo- Provincial Education Officer

The PEO Mrs. Grace Kandeke Sinkolongo gave the closing remarks. The PEO thanked the USAID Education Data and USAID/Zambia for organizing the workshop and disseminating the provincial and district results. The PEO also thanked the Let's Read team in Western province for the support they provided. In her closing statement, the PEO reemphasized the use of the EGRA results as a province and that this is time to work and ensure accountability.

MUCHINGA PROVINCE – AUGUST 12TH, 2022

USAID Education Data in collaboration with ECZ and MoE Headquarters facilitated the dissemination of midline EGRA results in Muchinga Province on 12th August 2022. The workshop was officially opened by the Provincial Education Officer, Mr. Felix Ngoma. Other delegates that officiated at the workshop included USAID/Zambia Monitoring and Evaluation Manager, Mr. Benny Mwaanga, ECZ Senior Research Officer, Mr. Joseph Kanswe, Senior Statistician, Ministry of Education Ms. Gwendolyn Mulaisho and USAID Education Data Deputy Program Manager, Ms. Munyongo Munkanta-Lumba. USAID Lets' Read Deputy Chief of Party, Ms. Sabeen Fazullah also participated in the workshop with the Provincial Office Manager Mr. Peter Sinyangwe.

A total of 48 people participated in the workshop and included District Resource Centre Coordinators (DRCCs) from all eight districts of the province, selected zonal heads from and early grade reading teachers from some schools. The Dean of DEBs from Mpika district also officiated at the event, representing the other DEBS from the province who were not invited to the event. This was with the expectation that the Dean facilitate dissemination to the other DEBs and will be supported by the participating DRCCs in each district.

WORKSHOP OPENING FORMALITIES

The Director of Ceremonies was Ms. Janet Kakwende, the EO-TED, based at the Provincial Education Office in Chinsali. She began the workshop with welcome remarks and introduction of all participants by district.

Other speakers that offered opening remarks included a USAID/Zambia representative, Mr. Benny Mwaanga the Monitoring and Evaluation Manager, USAID Education Data Deputy Program Manager, Ms. Munyongo Lumba, Examinations Council of Zambia, Senior Research Officer, Mr. Joseph Kanswe. All speakers referenced the collaborative partnership around EGRA between MoE and USAID and its projects since 2010. In this regard, the different speakers cited different examples of how this collaboration has been demonstrated including the development of the EGRA data collection framework, the baseline and midline EGRA studies, and other capacity building initiatives over the years that continue to promote evidence-based decision making as a strategy for making improvements to policy and practice.



PEO, Muchinga Province, Mr. Felix Ngoma

The PEO officially opened the workshop, spoke about similar issues around the importance of the partnerships between MoE and USAID and its projects. He then highlighted the workshop objectives. In his speech, he pointed out that “nothing prevents us from measuring ourselves against ourselves” but it is important to measure ourselves against other similar entities. He reiterated government efforts through the National Assessments and other high stakes studies such as the EGRA to derive national data on learner performance. He expressed concern in reading in that non-readers are being pushed through the system despite an awareness that they cannot read. Similarly, teacher training colleges are challenges with student teachers that cannot read

and write. In this regard, he stated that the provincial vision is “*A province where all learners can read and write.*” He reiterated confidence that with the ongoing teacher recruitment and deployment, there should

be a change in the province, and everyone must work towards the provincial vision so that as individuals, we remain accountable and do our part.



ECZ Senior Research Officer, Joseph Kanswe

PRESENTATION OF MIDLINE EGRA RESULTS

The midline EGRA results were presented by USAID Education Data and Examinations Council of Zambia staff, namely, Munyongo Lumba, Douglas Milasi and Joseph Kanswe. The power point presentation was co-presented by Ms. Lumba and Mr. Kanswe. The presentations included a PowerPoint presentation which summarized the research findings by research question and an overview of the Snapshot of School Management Effectiveness (SSME) tool. Mr. Milasi presented the provincial and district briefs.



Let's Read POM Mr. Peter Sinyangwe

PRESENTATION OF LET'S READ PROJECT

USAID Let's Read Provincial Manager, Mr. Peter Sinyangwe presented the goals and objectives of their project. He also presented on the status of implementation by the project with regards to distribution of materials, number of schools and reading teams, tracking learner performance and training. The USAID Let's Read Provincial Manager also presented the implementation context before, during and after COVID-19. Among the challenges presented were, how to address the gaps in learning that COVID 19 had created and how Let's Read and MoE can refine approaches to improve reading outcomes.

CLOSE OF WORKSHOP

Vote of Thanks – Mr. Ginno Sichilima, DEBS Mpika

The Dean of DEBS and Mpika district DEBS thanked the team from Lusaka and the participants, acknowledging that the Midline EGRA findings are revelation of what the province is supposed to do. He noted that the performance of individual districts was revealing enough for particular action to be taken and that the desired change should come from the action points shared in the plenary. The DEBS noted that the study provides empirical information of where Muchinga province is and the need to make a change. The DEBS further recognized that this was an important activity and expressed gratitude for the support rendered through both USAID and respective projects, Lets Read and USAID Education Data. He concluded his remarks with reference to the choice of participants and that there were strategically chosen to represent other members of the provincial education team. To this end, he committed to ensuring dissemination involved everyone not present in the meeting. Further, he proposed the province

develop a roadmap of next steps for Muchinga based on dissemination and follow-on actions from the results as the EGRA is a strategy or way to teaching educators and shifting poor reading culture and practices which have taken over the lives of children and society.

Closing remarks – Mr. Felix Ngoma, PEO Muchinga Province

The PEO closed the meeting and acknowledged the support of all partners in the meeting. He stated for the province to make progress, everyone must take these results personally and stop hiding in the group, titles, or the system. He highlighted that as PEO the office had begun a process of teacher tracking and that participants and the entire province should take this seriously. He closed by reiterating that as provincial leaders and education partners, these offices are there to support teachers and all other staff to make a difference and that where help is needed, they should reach out rather than remain silent.

SOUTHERN PROVINCE- AUGUST 17TH,2022

USAID Education Data, with partners Examinations Council of Zambia (ECZ) and Ministry of Education (MoE) disseminated results for the midline Early Grade Reading Assessment (EGRA) results in Choma District, Southern province on August 17, 2022. MoE was represented by officials from the Directorate of Information and Planning.

Participants at provincial level included MoE officials from the provincial, district, zonal and school levels. Participants also included USAID Let's Read officials from the province and their headquarters in Lusaka and a USAID representative from the mission office. A total of thirty-two MoE officials participated in the workshop. This included nine District Resource Centre Coordinators (DRCCs) from the districts, six zonal heads, seven early grade teachers from some schools that participated in the research study and six individuals from the provincial office.

The Acting Provincial Education Officer (PEO), who is also the Senior Education Officer – Open and Distance Learning, Mr. Winfred Hakoola, officially opened the workshop. Other delegates that officiated at the workshop included USAID/Zambia Education Specialist Ms. Beatrice Mweene, the USAID Let's Read provincial Manager, Ms. Felistus Chuunga, the Senior Research Officer from ECZ, Mr. Simwinga Simwinga, Senior Statistician from MoE headquarters, Directorate of Planning and Information, Ms. Gwendolyn Mulaisho and USAID Education Data Program Manager, Jacqueline Jere Folotiya. USAID Lets' Read Monitoring and Evaluation Director, Mr. Lee Ndonyo also participated in the workshop.

WORKSHOP OPENING FORMALITIES

The Director of Ceremonies was Mr. Saviour Mukuwa, the Education Officer, Teacher Education and Development (EO-TED), based at the Provincial Education Office in Choma. He gave welcoming remarks and facilitated the introduction of participants.



This was followed by opening remarks from the USAID Education Data Activity Program Manager who welcomed and thanked the participants for attending the dissemination event. She provided a brief background of the project, and the project activities. She highlighted two main project activities, i.e., the baseline and midline EGRA research studies. This was followed by opening remarks provided by the USAID/Zambia Education Specialist Ms. Beatrice Mweene. The ECZ representative, Mr. Simwinga Simwinga also provided opening remarks. He highlighted the EGRA research studies conducted by ECZ and the organizations' collaboration with USAID Education Data. He also

highlighted the importance of assessment in education and the need for different stakeholders to co-ordinate how assessments are conducted in schools. He thanked the participants for attending the dissemination and noted the results presented in the workshop will serve the purpose of informing the MoE and the province particularly on current early grade reading levels.



The Acting PEO officially opened the workshop. In his remarks, he highlighted the importance of literacy and why the dissemination event was important. As a follow on from the baseline, the dissemination event would provide an indication of how the province is performance in early grade literacy. He highlighted the resolutions made by the province during the baseline dissemination and asked to what extent the province had implemented these resolutions. He thanked various partners implementing interventions that are meant to improve literacy in the province and officially opened the workshop.

PRESENTATION OF MIDLINE EGRA RESULTS



The Program Manager from USAID Education Data and the Senior Research Officer from ECZ presented the midline EGRA results. The PowerPoint presentation summarized the research findings by the four research questions and provided an overview of teacher and learner characteristics based on the Snapshot of School Management Effectiveness (SSME) tool. After the PowerPoint presentation, the USAID Education Data Program Manager provided an orientation on the provincial and district briefs. Following these presentations, participants were then invited to comment on the results presented or pose questions for clarification.



PRESENTATION BY USAID LET'S READ PROJECT

The Provincial Office Manager for Southern Province presented on behalf of the Let's Read team. The presentation focused on the project objectives, interventions provided by the project, number of MoE officials trained, type and number of books distributed, how project activities pivoted during COVID-19 and what the project will consider doing differently based on the results.

QUESTION AND ANSWER SESSION ON RESULTS

1. The results show that most teachers in the study either have a certificate or a diploma, was teacher qualification a predictor of learner performance?
2. The results show that learners were learning in another language other than the prescribed language of instruction for the province. What other languages are being used?
3. The results show that learner absenteeism is very high in the province, what is causing such high learner absenteeism?
4. Considering that COVID-19 could have impacted learner performance, will there be an endline to see how learners perform with interruptions caused by COVID-19?
5. Did the research identify the impact of enrolment on learning? What impact does teacher-pupil ratio have in learning outcomes?
6. Why are children not reading?

OBSERVATIONS

In response to the question on **why learners are not reading**, the following were noted:

- Participants noted the lack of accountability on the part of headteachers and teachers, in schools where learners are performing poorly. Teachers are not held accountable by headteachers and headteachers are not help accountable by their superiors. There is need for repercussions when learners do not perform at expected standards.
- However, participants also noted that administrators “do we have the teeth to enforce accountability” as is the case in private schools. This makes it difficult for them to exert repercussions on the teachers and make them accountable. Participants noted the need for accountability throughout the various levels of MoE. It was noted that there is need for an accountability matrix for MoE.
- Participants also noted that the main problem is at school level. In many schools there is no effective monitoring, whether by head teachers or standards officers. Some head teachers are disconnected from what is happening in their classrooms.
- Participants also noted that teacher attitude towards their work was a contributing factor. Some teachers have a negative attitude towards their work and there is nothing the head teachers can do about this.
- It was also noted that headteachers experience challenges supervising the teachers because in some schools headteachers also have the responsibility to teach learners due to insufficient teachers. This means that headteachers must perform double roles, and this can be too much for them.
- It was also noted that sometimes headteachers cannot effectively monitor and support their teachers, e.g., early grade teachers because they may not be familiar with the content. However, it was noted the best indicator of teaching effectiveness is learner performance. Therefore, when learners are not performing as expected, administrators need to take note and step in. this requires that administrators check on learners’ assessment results (formative assessments).
- It was also noted that there are too many activities within schools that affect learner and teacher contact time. There are too many partners working in the schools. Workshops take up too much time. There is need for better co-ordination of activities in schools conducted by implementing partners.
- For some learners, there is need for individualized teaching and learning. This can be difficult for over enrolled classrooms, but teachers can identify learners that require additional support through the formative assessments.

- There is need to ensure that learners have reading materials in the local languages. Participants noted that sometimes material is available and yet teachers “protect” the books from learners. Books gather dust because teachers are afraid learners will either lose or spoil the books.
- Participants noted that the assessments they are expected to conduct in the classroom with learners take too much time. However, it was noted that with proper planning on the part of the teacher, this should not be the case.
- Participants suggested the need to review how the system should support the schools and, the learner.

The participants provided the following responses on **why absenteeism is high**.

- Participants noted that learner absenteeism is sometimes caused by factors in the home environment. The school has a responsibility to follow-up with parents when learners are absent.
- Sometimes parents think learners have gone to schools and yet they have not. There is need for better communication between parents, the community, and the school. Sometimes absenteeism is attached to a particular family or village, depending on what is happening in the family/community.
- Participants noted the need to engage and work alongside traditional leaders and the general community to reduce absenteeism.
- Participants noted that sometimes teachers do not care to follow up with parents or inform the administration when learners are consistently absent. This perpetuates the problem. There is need for vigilance on the part of the teachers and school administrators. Schools should be held accountable. Schools should have contact details for all the parents so they can follow-up on the learners.
- Participants noted that **the problem of absenteeism is not exclusive to learners, it also applies to teachers**. Some teachers are frequently absent from schools. This directly contributes to learner absenteeism as learners are demotivated and discouraged to attend class. Administrators need to curb teacher absenteeism.
- When asked if the 8-hr policy is being implemented in schools, participants noted that this was difficult to do because in some schools, teachers were teaching double classes and some classes have reduced contact hours, especially since COVID-19.

The Q&A session ended with the acknowledgement by participants that a lot more needs to be done to deal with the challenges identified so that learner performance can improve. In addition, there was need for the province to identify next steps after the dissemination.

CLOSE OF WORKSHOP

Vote of thanks – Ms. Grace Kabwe – Standards Education Officer

The Standards Education Officer from Choma, Ms. Grace Kabwe gave the vote of thanks. She thanked the participants for their participation and contributions to the discussions. She also thanked USAID Education Data for the results. MoE and ECZ for the insightful presentation and noted that the results were a revelation and have left the province with homework and the need to discuss what should be done to ensure improved learner literacy levels.

Closing remarks – Mr. Hakoola, Senior Education Officer representing the PEO.

The Acting PEO thanked the participants and acknowledged the support provided by the Let's Read team in Southern province. He noted that him and his team would share the results of this dissemination with the PEO and that as a province, they would work towards improving literacy levels of all learners. With these few remarks, the PEO officially closed the meeting.

NORTH-WESTERN PROVINCE- AUGUST 24TH, 2022

USAID Education Data in collaboration with the Examinations Council of Zambia and Ministry of Education Headquarters facilitated the dissemination of midline EGRA results in North-western Province on 24th August 2022. The workshop was officially opened by the Provincial Education Officer, Mrs. Jennifer Chishimba Banda. Other delegates that officiated at the workshop included USAID/Zambia Education and Executive Office Assistant, Ms. Emily Ngandu, and USAID Education Data Deputy Program Manager, Ms. Munyongo Munkanta-Lumba. The Dean of DEBs for the province from Solwezi district also officiated at the event. Other distinguished participants included the USAID/Zambia Acquisition and Assistance Specialist, Mr. Alfred Kapambwe, Lets' Read Senior Reading Advisor, Ms. Maureen Simunchembu and staff of the Provincial Lets' Read Office including Hastings Moono, and Melinda Chuma.

A total of 65 people participated in the workshop and included District Education Board Secretaries (DEBS), District Education Standards Officers (DESOs), District Resource Centre Coordinators (DRCCs) from all eleven districts of the province. Selected zonal head teachers and early grade reading teachers from some schools were also invited and participated in the meeting. The initiative to invite DEBS and DESOs to the workshop was facilitated by the Provincial Education Office to support the dissemination process of the EGRA results.

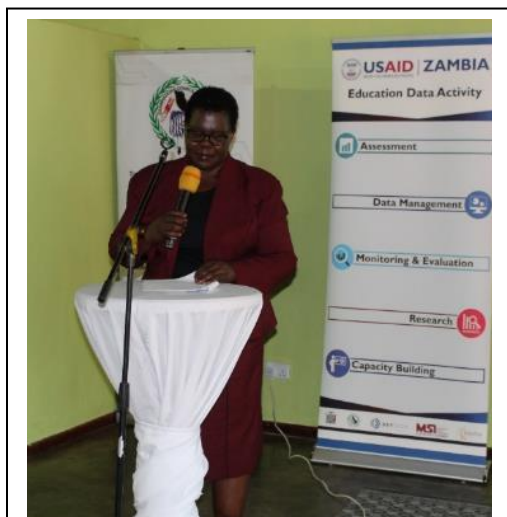
WORKSHOP OPENING FORMALITIES

The Director of Ceremonies for the dissemination event was Mr. Peter Kaimana, the EO-TED based at the Provincial Education Office in Solwezi. The workshop commenced with welcome remarks from the province and introduction of all participants by district.



USAID representative, Education Office Ms. Emily Ng'andu

Other speakers that provided remarks included a USAID/Zambia representative, Ms. Emily Ng'andu, and USAID Education Data Deputy Program Manager, Ms. Munyongo Munkanta-Lumba. All speakers referenced the collaborative partnership around EGRA between MoE and USAID and its projects since 2010. In this regard, the different speakers cited examples of how this collaboration has been demonstrated including the development of the EGRA data collection framework, the baseline and midline EGRA studies, and other capacity building initiatives over the years that continue to promote evidence-based decision making as a strategy for making improvements to policy and practice.



PEO, North-Western Province, Mrs. Jennifer Banda

The PEO officially opened the workshop. She spoke of the ministry having benefited from the technical capacities gained in conducting and using EGRA results in the province. She noted that the EGRA baseline was as a basis for comparison in reading performance between then and now. She referenced the outcomes of the baseline EGRA dissemination workshop for Northwestern Province which was held on 18th June 2019 and reminded participants of the resolutions at the time of how improvements in literacy were to be made. The PEO also highlighted recent developments among ECE teachers in primary schools and that since 2019, they are being trained in literacy. She also explained that the 2020/1 academic years were highly affected by Covid-19 and learners did not even reach 50 percent of the expected learning time. In closing she indicated that her interest was to engage participants in what they would do differently to improve reading levels from baseline.



USAID Education Data M&E Specialist, Douglas Milasi

PRESENTATION OF MIDLINE EGRA RESULTS

The midline EGRA results were presented by USAID Education Data and Ministry of Education Headquarters staff, namely, Munyongo Lumba, and Mwaka Simpamba. The presentations included a PowerPoint presentation which summarized the research findings by research question. An overview of teacher and learner characteristics based on the Snapshot of School Management Effectiveness (SSME) tool. The provincial and district briefs were presented by the USAID Education Data M&E Specialist, Douglas Milasi and the ECZ representative Gabriel Sandambo. Following these presentations, participants were then invited to pause questions or comments to clarify.



USAID Let's Read M & E Officer, Mr. Moono, Hastings

PRESENTATION OF LET'S READ PROJECT

The Let's Read Project M & E Officer presented the project overview highlighting the goals and objectives, implementation status with regards to distribution of materials, tracking learner performance and training. He also presented the operating context before, during and after COVID-19. He ended by noting the challenges of how the Let's Read Project will hold itself and the wider system accountable for improved results. Other issues presented included, how to address the gaps in learning that COVID 19 had created and how all partners in education can refine approaches to improve reading outcomes.

QUESTION AND ANSWER SESSION ON RESULTS

1. How is it that some schools were found to have a different Language of Instruction at midline than that which was found at baseline? Has the MoE policy changed?
2. Will there be an endline EGRA study?
3. Have people been given the platform to share feedback from the workshops they attend

OBSERVATIONS

1. It has been observed that in working with Kansanshi mine, they insist on carrying out the same activities we do, and they want them to be implemented their way. If our collective interest is improving literacy levels, we must coordinate our partners and identify different areas of need. A partner can select a specific area of support to avoid duplication.
2. Transport may be a challenge in disseminating information to other officers in the province.
3. The newly recruited teachers must be familiar with the language of instruction.
4. For teachers to teach with commitment, determination, and passion, they need to understand the local issues. Intonation, and vocabulary creates effectiveness of teaching – there is need for passion in teaching.

CLOSE OF WORKSHOP

Vote of Thanks – Mr. Jonathan Kayuka, DEBS Solwezi

The Dean of DEBS and Solwezi district DEBS thanked the teams from Lusaka, i.e., USAID and Education Data as well as the participants for their engagement. He noted that the dissemination has come at a time when there are new office bearers for PEO and PESO position who have also acknowledged that the literacy levels are prime for making improvements in the province. He noted that many stakeholders need this information to move forward. He singled out the importance attached by PEO in deciding to invite DEBS to the workshop and that this move will help improve accountability for all. Mr. Kayuka acknowledged that the factors affecting literacy levels are diverse besides covid. However, as MoE, they will continue to be available and attend to issues brought to their attention and in relation to why they exist. He closed by thanking PEO for thinking of the DEBS and that they cannot be in comfort zone to accept these results and will get to work in bringing about change.

Closing remarks – Mrs. Jennifer Chishimba Banda, PEO North-western province

The PEO closed the meeting and acknowledged the support of all partners in the meeting including USAID, Education Data, Lets Read, ECZ and MoE headquarters. She stated that it was not a consolation that this situation is the same as in other provinces, rather that everyone must do their best to turnaround this situation. She thanked the participants for their responsiveness and to USAID for their leadership. She encouraged the leadership in districts to ensure that these results are shared with others including the community.

EASTERN PROVINCE- AUGUST 29TH,2022

USAID Education Data in collaboration with ECZ and MoE headquarters facilitated the dissemination of midline EGRA results in Eastern Province on August 29, 2022. The workshop was officially opened by the Provincial Education Officer, Mr. Brainley Malambo. Other delegates that officiated at the workshop included USAID/Zambia Senior Development Cooperation Advisor, Ms. Yvonne Chomba, ECZ Senior Research Officer, Mr. Joseph Kanswe, and USAID Education Data Deputy Program Manager, Ms. Munyongo Munkanta-Lumba. USAID Lets' Read Monitoring and Evaluation Director, Mr. Lee Ndonyo also participated in the workshop with the Provincial Office Manager Mr. Godfrey Chitalu. The Ministry of Education Headquarters was represented by Planner, Ms. Jacqueline Mukuka from the Directorate of Planning, and Information.

A total of 48 people participated in the workshop and included District Resource Centre Coordinators (DRCCs) from all nine districts of the province, selected zonal heads and early grade reading teachers from some schools. The Dean of DEBs from Nyimba district also officiated at the event, representing the other DEBS from the province who were not invited to the event. This was with the expectation that the Dean will facilitate dissemination to the other DEBs and will be supported by the participating DRCCs in each district.

WORKSHOP OPENING FORMALITIES

The director of ceremonies for this dissemination event was the EO-TED, Mr. Stanford Kalito, based at the Provincial Education Office in Chipata. He began the workshop with welcome remarks and introduction of all participants by district.

The speakers referenced the collaborative partnership around EGRA between MoE and USAID and its projects since 2010. In this regard, the different speakers cited different examples of how this collaboration has been demonstrated including the development of the EGRA data collection framework, the baseline and midline EGRA studies, and other capacity building initiatives over the years. These initiatives continue to promote evidence-based decision making as a strategy for making improvements to policy and practice.



PEO, Eastern Province, Mr. Brainley Malambo

The PEO officially opened the workshop and spoke about EGRA as a tool for measuring reading performance. He highlighted the history of EGRA and how it has been adapted for use in over 100 countries. He referenced its use in different countries and contexts adding that it is a time-tested tool for describing and monitoring reading results over time. He noted that even as these results are being presented, “Perfection is a destination – it’s a journey.” Therefore, it is key to recognize progress and take stock of the positives and negatives and learn from them. He recognized the efforts of other partners within Government, i.e., Examinations Council of Zambia and that their work in conducting assessments was generating the much-needed data to make system improvements. The PEO also noted that while each district was unique, attention must be given to the local context in identifying solutions.



USAID Education Data Deputy Program Manager,
Ms. Munyongo Munkanta-Lumba

PRESENTATION OF MIDLINE EGRA RESULTS

The midline EGRA results were presented by USAID Education Data and Examinations Council of Zambia staff, namely, Munyongo Munkanta-Lumba, Douglas Milasi and Joseph Kanswe. The presentations included a PowerPoint presentation which summarized the research findings by research question, an overview of teacher and learner characteristics based on the Snapshot of School Management Effectiveness (SSME) tool and provincial and district briefs. Following these presentations, participants were then invited to pause questions or comments to clarify.



Let's Read provincial Manager Godfrey Chitalu

The Let's Read Project provincial manager, Mr. Chitalu presented the project goals and objectives, implementation of project with regards to distribution of materials, tracking learner performance and training. Let's Read Project also presented the number of schools on the context of the Let's Read Project before, during and after COVID-19. The provincial office manager ended the presentation by talking about the challenges and how can the Let's Read Project will hold itself and the wider system accountable for the results. Other challenges presented include how to address the gaps in learning that COVID 19 created and how all partners in education can refine approaches to improve reading outcomes.

QUESTIONS, COMMENTS AND RECOMMENDATIONS

1. What is happening in Vubwi as compared to other districts by subtask? They seem to perform better than all districts
2. Regardless of performance, Nyimba is out-performing other districts. What are they doing?
3. What are the advantages or disadvantages of overage pupils in line with performance?
4. Why is Lundazi performance in almost all areas very low?
5. The study shows that book access of pupils at home is high, are we not going to encourage theft by pupils (by allowing them to take books home)?
6. Why is it that schools allow learners who are underage to enroll into grade 1?
7. Having known that midline results are, and that most of the districts did not do well, what is the way forward to improve the performance of the learners by endline?
8. What could be the problem with Mambwe with the low performance in most of the subtasks?
9. What causes the reduction in reading comprehension in GRZ schools?
10. What do learners fail to acquire reading skills even if they have the ability to learn?
11. What is it that vubwi is putting in place to learn from them?
12. What could be some of the good practices for improving these reading skills?

13. Why is Nyimba consistent in performance. What lessons can we learn from Nyimba?
14. What factors led to performance consistency across all subtasks? What lessons can we draw or learn?
15. Despite high performance in Nyimba, the district recorded a decline in 5 subtasks compared to its baseline scores. why?
16. Why did Lundazi perform badly compared to other districts?
17. What could be the reason for Lundazi's performance?
18. What is the government doing to help Lundazi which has 2 mother tongues?
19. Schools with ECE are performing better. The government should encourage this starting enrolment at ECE.
20. From the observation, why is it that learners did much better at baseline compared to midline even after the intervention?
21. Why should we rely on EGRA that has a low sample size? Are there ways to increase sample sizes?
22. How did you come up with the percentage for reading, feeding, and mothers' reading ability?
23. Why is it that baseline in most districts is higher than midline? Is it normal?
24. During midline assessment, was it the same cohort assessed at baseline?
25. Where there any question on what house chores they do every day before they go to school?
26. Since the 2021 midline EGRA is a follow-up to baseline EGRA conducted in 2018, were the same learners found in schools. Did you target the same learners who did baseline and midline?
27. What has the MoE put in place to orient the newly deployed teachers on literacy teaching skills?
28. Eastern Province performed better than the average for 5 provinces in learning in local language. How is this helping us?
29. Why is the provision of materials by Lets' Read less than other provinces except for score cards?

CLOSE OF WORKSHOP

Vote of Thanks- Mr Nkolomona, Dean of DEBS

The Dean of DEBs (Nyimba DEBs) provided the vote of thanks on behalf of the province. In his remarks, Mr. Nkolomona indicated that the workshop was a valuable experience and a worthwhile program of engaging the participants in addressing the poor reading performance in the province. He added that the results were *"Eye-catching and mindboggling (of) – how learners are faring."* He indicated that it was important for everyone to begin to introspectively answer the following questions: *"Where have we gone wrong? Where are we missing it? Why is the province unable to reach the mean when compared to the other 4 provinces?"* He added that perhaps the challenge is not within learners but with the educators themselves as they are the ones imparting that knowledge. He cited an example of the investments made into CPD and yet the results are showing that this is not translating into improved reading results by the learners. He challenged the participants on how they could better convert their human capital (i.e., knowledge and investments made and received by them) into evident improvements in reading by the learner. He closed by thanking the participants for the useful discussions and for finding a useful way forward.

Closing Remarks

On behalf of PEO, the PESO provided closing remarks. He provided guidance and deadlines for action by the province and participants as follows:

- 16th Sept – DRCCS report to DEBS and explain program and request for technical and financial assistance as necessary for disseminations.
- 23rd Sept – Action plans developed by DRCCs and sent to PEO
- PESO and EO-TED will provide oversight of the action plans and actively look into this.

He added that the potential for each child must be realized and that there was need to take this issue seriously. With the support of cooperating partners by their side, the acting PEO added that the entire MoE is advantaged, and that communication is key in all these works. He closed by reiterating that our attitude towards ensuring a child learns to read and write, is what needs to change.

PROVINCIAL GROUP DISCUSSIONS

After the presentation, participants worked in groups to reflect on the results and answer questions prepared by USAID Education Data. The group discussion responses are available in Annex I. The following summarize responses of the group discussions.

Actions to be taken by MoE to make better use of formative assessments

1. Head Quarter Level

- Create a tentative policy on primary infrastructure development
- Monitor the compliance of SLA in relation to the Literacy Curriculum Framework,
- Distribute SLA to be done on time,
- Analyze the results from SLA and provide and provide a roadmap for improvement consolidation.

2. Province Level

- Enforce the production of local teaching and learning materials
- Evaluation of results and hold data review meetings
- Disseminate assessment instrument to district

3. District Level

- Strengthen monitoring and evaluation of formative assessments
- Hold review meetings with stakeholders
- Receive and distribute SLAs to schools and encourage them to administer within the stipulated time.

4. School Level

- Ensure that regular assessments are conducted
- Hold poor-performing teachers accountable
- Use the same assessments to bring the parents on board

Actions to be taken by MoE on Language of Instruction to:

a) Reinforce the policy as required under the Primary Literacy Programme (PLP)

- Enhance monitoring of the adherence to PLP policy from school, zonal, district and provincial levels. This can be made possible if schools are properly staffed, resources specifically for monitoring are allocated e.g., resources (transport/funds)
- Introduce LOI as a course at college level
- Teachers to be oriented on the importance of teaching the LoI in lower grades.

b) Practical steps to support teachers who do not speak the LoI

- Coach the teachers who do not know the LoI
- Teachers should learn local LOI through CPDs
- Encourage schools to conduct teacher group meetings i.e., lesson demonstrations

Actions to be taken by MoE to strengthen parent and community engagement to sure that:

a) Children attend school

- The Ministry to use the already existing (PTA/PCSC) to reach out to the caregivers.
- Sensitizing the community on the need of attending school daily.
- Strengthen school feeding program and consistent supply of food stuffs

b) Parents provide learning support to their children?

- The ministry to engage the church, traditional leaders, markets, and civic leaders in promoting literacy
- The ministry to enhance the (YALE) Youth Adult Literacy Education so that parents can support their children in reading.
- Encourage parents to check learners' books

Challenges affecting learning in schools:

Identified Challenges and Solutions

- **Misplacement of teachers through transfers and within the school**
 - Having a database at DEBS and at school level of teachers trained in literacy pedagogy
- **Literacy hour is abused by teachers**
 - Monitoring by all stakeholders – school administrators.
- **Inadequate infrastructure**
 - To build more classrooms and improve shelters that are temporal (involve the community)

Actions to be taken by MoE on the provision of remedial learning and lessons learnt.

- Learners have difficulties in letter sounds and syllables
- Most learners are unable to read fluently, and they need a lot of practice to catch up.
- More emphasis to teaching oral English and English
- Administrators to ensure teachers meet their planning targets.

Key guidance the Ministry should provide to partners to avoid duplication of activities and resources to support the PLP.

- Ministry should meet all partners and collaboratively come up with interventions
- Partners should consult the ministry in which areas to conduct their activities so that partners do not end up supporting the same schools in the districts or provinces

Ways MoE better coordinate activities implemented by various partners in schools.

- MoE should regularly monitor the activities and programmes by IPs.
- MoE to take part in the coordination of activities implemented by Ips.

SUMMARY OF WORKSHOP FEEDBACK FORMS RESPONSE

After the group discussions, participants filled in evaluation forms of the works to reflect on the results and lessons learnt. The responses to the evaluation are available in Annex 2. The following are some of the responses to the evaluation.

Understanding of the early grade reading results.

- The study highlights the low levels of reading and how COVID19 affected the performance of the learners.
- The dissemination has provided direction for policy formulation and direction which will directly improve the teaching and learning outcomes
- Aware of the performance of each district and the factors that affect the learner performance.
- The dissemination has improved my understanding of how learners have been performing from baseline to endline.
- Better understanding of subtasks where learners are performing well and where they are not

Strengths of the Midline EGRA study

- Shows results of performance by district
- understood the predictors of results for reading skills.
- The results are a revelation and they have given us an understanding of what we need to do to change the situation.
- The sample is standardized and the EGRA results are comparable to the PTS dashboard results.

Other Comments/Recommendations

- School administrators should be held accountable for performance in the school. Grade 1-3 teachers should not be changed or allocated to different grades to allow mastering of skills.
- More dissemination of results should be done with teachers and head teachers who monitor the reading programmes.
- the dissemination meeting was very educative and well presented. The learning gaps were presented, and the course of action was discussed.
- Regular review meetings between USAID and MoE can help track progress of learners and improve reading outcomes.

Way Forward

The PEO indicated the provincial way forward based on the feedback and discussions. These includes:

- Dissemination of the midline EGRA results to all staff at school and district level using the materials provided by USAID Education Data
- Review of group-work feedback to make it more specific and action oriented by removing buzz words and broad references.
- Developing an action plan which clearly states deadlines, responsible persons, and tasks to be done in response to the study results.
- DRCCs to report their action plans to PEO for each district.
- PEOs to share with partners

CONCLUSION

- USAID Education Data successfully conducted two national and five provincial dissemination events, as outlined in the contract.
- The events included key MoE officials at different levels of the system: HQ, province, districts, zonal and school levels.
- While participants across the provinces expressed disappointment at the results, the participants were also resolute in their decision to ensure that reading levels of learners in their provinces improve.
- The PEO played a key role in driving this resolution and the province taking accountability for the results.
- The provinces were able to identify where the bottlenecks lie and what needs to change at provincial, district, school, and classroom level to help improve reading outcomes. Examples of this include poor reporting practices by schools and lack of regular monitoring of headteachers by district officials. The provincial authorities proposed to strengthen or intensify monitoring in districts and schools found to not be doing well in this regard.
- While some provinces were clear on their next steps and way forward, this was not the case with others. Some provinces suggested that participants continue to disseminate the results and later internalize the results. This suggested that there was need to keep the conversation alive but not necessary to take specific action to resolve the issues being raised, at least for the immediate time being. Rather the approach was more futuristic and broadened the scope of the set of responsible players.
- USAID Let's Read and MoE should follow-up with teacher leaders and administrators at the provinces to better understand their processes and provide support where needed, to actualize their plans to improve reading outcomes in learning grade learners.
- The observations and recommendations made by the participants during the dissemination events and captured in this report events were very insightful and should be used by MoE, IPs, funders, and other stakeholders to strategize on how to ensure that learning outcomes improve for all learners, regardless of school type, sex socioeconomic status or geographical location.
- USAID will share this report with MoE for their use.

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ANNEXES

ANNEX I: TABLE OF GROUP WORK FEEDBACK BY PROVINCE

QUESTION	MUCHINGA	WESTERN	EASTERN	NORTH-WESTERN	SOUTHERN
<p>I. How can the Ministry of Education (MoE) at all levels make better use of formative assessments i.e., SLAs to better track and inform changes that need to be made to improve learner performance in early grades? List key steps that can be taken by each level to ensure this happens:</p> <ul style="list-style-type: none"> • HQ • Provinces • Districts • Schools 	<p>HQ</p> <ul style="list-style-type: none"> - Develop a tentative policy on primary infrastructure development - To provide refresher courses for primary teachers - Provision of adequate teaching and Learning materials - Deploying enough teachers in the primary sector 	<p>HQ</p> <ul style="list-style-type: none"> -Continue the policy of setting up SLA on time. -Monitor the compliance of SLA in relation to the Literacy Curriculum Framework. -Distribution of SLA to provinces -Provide guidance on faulty issues 	<p>HQ</p> <ul style="list-style-type: none"> -Plan for monitoring at provincial and district level -Focus on the poor performing districts -Review of the curriculum 	<p>HQ</p> <ul style="list-style-type: none"> -Development of a standardized literacy monitoring tool -Development of standardized assessment - English version -Dissemination of SLA to provinces 	<p>HQ</p> <ul style="list-style-type: none"> -Timely sending of SLA/roadmap -Analyze results and hold review meetings with stakeholders -Monitoring the administration of assessments in schools
	<p>Provinces</p> <ul style="list-style-type: none"> -To enforce the implementation of the revised curriculum -Engage stakeholders to build primary infrastructure (classrooms/furniture) -Enforce the production of local teaching and learning materials -To call for stakeholders review meetings 	<p>Provinces</p> <ul style="list-style-type: none"> -Distribution of SLA to be done on time. -Monitor compliance of SLA. -Analyze the results from SLA. 	<p>Provinces</p> <ul style="list-style-type: none"> -Hold data review meetings. -Plan for CPDs -Hold poor performing districts accountable 	<p>Provinces</p> <ul style="list-style-type: none"> -Disseminate assessment instrument to district -Hold review after administration of assessment 	<p>Provinces</p> <ul style="list-style-type: none"> -Monitoring the assessment process -Evaluate the results and hold review meetings

	-Sending of resources should be more on academic programmes				
	Districts -To strengthen monitoring and evaluation of formative assessments -Capacity build teachers -Distribute and re-distribute teachers to the needy schools -Recommend community schools for upgrade so that trained teachers are sent there. -Receive and distribute SLAs to schools and encourage them to administer within the stipulated time.	Districts -Distribution of SLA -Monitor the administration of SLA -Analyze the results from SLA and provide a roadmap for improvement consolidation.	Districts -Hold data review meetings. -Plan for CPDs -Hold poor performing schools accountable	Districts -Monitor the administration of assessment -Hold review to see performance	Districts -Monitoring and supporting the process -Hold review meetings with stakeholders -Make informed decisions based on the results
	Schools -To ensure that regular assessments are conducted -To use the same assessments to bring the parents on board -To analyze and use the results to improve learner performance.	Schools -Administer SLA -Analyze SLA results -Enter and upload the results using a tablet. -Review the assessment of results	Schools -Hold data review meetings. -Plan for CPDs -Hold poor performing teachers accountable	Schools -Administer standardized assessment -Hold reviews	Schools -Prepare the teachers to be administering the SLAs -analyze the results -Use the results for improvement

QUESTION	MUCHINGA	WESTERN	EASTERN PROVINCE	NORTH-WESTERN	SOUTHERN
2. The Early Grade Reading Assessment (EGRA) results show a few schools not teaching in the Language of Instruction (LOI). How can the MoE (a) reinforce the policy as required under the Primary Literacy Programme (PLP), and (b) what practical steps for support can be put in place for teachers who do not speak the Lol?	<p>PART A</p> <ul style="list-style-type: none"> - Encourage teachers to apply and employed to places where they are familiar with local language - MoE to encourage districts to capacity build the affected teachers through CPDs <p>PART B</p> <p>By holding lesson studies whereby, you:</p> <ul style="list-style-type: none"> - identify the challenges/problem and plan collaboratively do the lesson demo with affected teachers -you sit down criticize and build on Re-Plan 	<p>PART A</p> <ul style="list-style-type: none"> -Teachers to be oriented on the importance of teaching the Lol in lower grades. <p>PART B</p> <ul style="list-style-type: none"> -Teachers who do not teach in the Lol should be held accountable. -Coach the teachers who do not know the Lol 	<p>PART A</p> <ul style="list-style-type: none"> •Enhance monitoring on the adherence to PLP policy from school, zonal, district and provincial level. This can be made possible if schools are properly staffed, resources specifically for monitoring are allocated e.g., resource (transport/funds) • Carry out PLP policy orientation/capacity building meetings for all stakeholders – school administrators and teachers. <p>PART B</p>	<p>PART A</p> <ol style="list-style-type: none"> Introduce LOI as a course at college level All teaching and learning materials to be written in Zambian languages Monitoring should be intensified by MoE – charge teachers using different Lol <p>PART B</p> <ol style="list-style-type: none"> teachers transferred to places where they are conversant in Lol teachers should learn local LOI through CPDs MoE to continue deploying local teachers – directive to have local recruitment. 	<p>PART A</p> <p>The MoE to convert them Sensitization of all stakeholders Intensify monitoring as MoE</p> <p>PART B</p> <p>Mentorship Group pair teaching monitoring</p>

	-Demonstration for the second time by the teacher who is struggling - consolidation after discussion - Encourage teacher-pupil interaction -Teacher to use concrete objects to improve language which also breaks language barrier		<ul style="list-style-type: none"> • Encourage schools to conduct teacher group meeting i.e., lesson demonstrations • Give those teachers who cannot speak the local languages grades whose LOI is English at least for the first 3 years. 		
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QUESTION	MUCHINGA	WESTERN	EASTERN	NORTH-WESTERN	SOUTHERN
3. The EGRA results show that learners who receive support at home are better readers. How can the Ministry strengthen parent and community engagement to sure that: (a) Children attend school and (b) Parents provide learning support to their children?	-The ministry should provide more teaching and learning materials to adult centres -There should be proper guidance and sensitization on adult literacy. -The ministry should revamp radio programmes in local languages e.g., Learning at Taonga Market -Schools should revamp family packs – that is having family packs every term.	-The Ministry to use the already existing (PTA/PCSC) to reach out to the caregivers. -The ministry to share the EGRA results with parents and local leaders for support. -The ministry should strengthen the literacy day activities. -The ministry to provide books/reading materials for	(a)Children attend school and - Encourage adult literacy especially in rural schools -Creation of literacy groups in villages -Engage FBOs in the provision of literacy education/materials -Sustenance of free education -Sensitizing the community on the need of attending school daily. (b)Parents provide learning support to their children?	<u>•children attend school</u> <u>•Parents provide learning support to their children</u> <u>•Strengthen school feeding program and consistent supply of food stuffs</u> <u>•Regular engagement of parents through meetings</u> <u>•Supply of move TLMs</u> <u>•Provision of incentives to teachers offering adult literacy.</u>	<u>A. special committee</u> Composition 2 teachers 1 civic leader 2 village head (men/women) 2/3 church leaders 2 parents 2 learners Major activities: a) Sensitization on reading for learners and community members b) Conduct reading competitions c)Material creation

	<ul style="list-style-type: none"> -Teachers and parents to have conference meetings e.g., on material production -Schools and parents to share learners' results during open days -The ministry to engage the church, traditional leaders, markets, and civic leaders in promoting literacy -The Ministry should involve the community in policy making and planning of all the programmes. 	<p>community/village libraries</p> <ul style="list-style-type: none"> -The ministry to enhance the (YALE) Youth Adult Literacy Education so that parents can support their children in reading. 	<ul style="list-style-type: none"> - regular homework to be given and teacher to make follow-ups - encourage parents to check learners' books - Praise children on better performance and encourage those not doing fine. - encourage the use of the family pack. (Ownership of programmes SITE and ROK) change from PRP to PLP. 	<p>•<u>Enhance homework policy</u></p>	<p>d)Conduct community reading sessions for parents - learners</p>
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QUESTION	MUCHINGA	NORTH-WESTERN	EASTERN	WESTERN	SOUTHERN
4. There is poor learner performance even in schools that are well resourced with Teaching and Learning Materials (TLM) and or teachers. What are the challenges affecting learning in schools? List at least five challenges that should be seen as priority, and for each list 2 possible solutions	<p><u>Challenges</u></p> <ul style="list-style-type: none"> a) Lack of close supervision - intensify internal monitoring - mentoring and coaching of teachers • b) Lack of training in the teaching of literacy - intensify CPD in schools - strengthen internal coaching and mentoring c) Inadequate infrastructure - to build more classes - improve shelters that are temporal (involve the community) • 	<p><u>Challenges and their solutions</u></p> <p>a) Misplacement of teachers through transfers and within the school</p> <ul style="list-style-type: none"> • Solution: -Having database at DEBS and at school level of teachers trained in literacy pedagogy -Intensive CPD in schools <p>b) School leadership challenges (lack of effective monitoring and coaching of teachers)</p> <ul style="list-style-type: none"> • Solution: - Exchange visits for the school administration to well performing schools. <p>c) Over enrolment which results in poor teaching practices</p> <p>Solution:</p>	<p><u>Challenges</u></p> <ul style="list-style-type: none"> -Limited contact time due to insufficient infrastructure. -Literacy hour is abused by teachers (monitoring by all stakeholders – school administrators) -World vision interventions and Let's Read are all addressing the same issues around fluency and vocabulary – better forum to get a forum. (Petauke and Nyimba are targeting the same learners. Let's read training are done during holidays to avoid disrupting the school calendar. -Differences in methodology and support (wholistic and nationalistic in nature) but the goal is the same in following basic steps in a literacy lesson. 	<p><u>Challenges</u></p> <ul style="list-style-type: none"> -Materials maybe available in schools but are not being used. -Assigning trained early grade teachers to other classes. -Luck of teacher monitoring -Teachers not following the 5 literacy steps. -Lack of orientation at school level for the new teachers. <p><u>Possible solutions</u></p> <ul style="list-style-type: none"> -Teacher to handle classes that they are trained in. -Intensifying CPD at school level. 	<p><u>Possible challenges</u></p> <ul style="list-style-type: none"> -Lack of effective coaching and mentoring -In some schools' materials are not exposed to the learners -Individual attitude -Lack of collaboration between the school and the community -No effective analysis of data collected <p><u>Possible solutions:</u></p> <ul style="list-style-type: none"> - Intensify coaching and mentoring at all levels - Give feedbacks and follow-ups - Expose materials to the learners and ensure that they are used

	<ul style="list-style-type: none"> d) Over enrolment - to divide learners in affordable numbers per class - motivate teachers and give them incentives also devise teaching approaches to fit the teacher • e) Absenteeism - work with the community and carry out sensitization - create an enabling environment 	<p>Intensify remedial work</p> <p>d) Standards officers assigned to conduct monitoring are left out during capacity building in literacy pedagogy</p> <ul style="list-style-type: none"> • Solution <p>Train them.</p>	<p>-USAID in eastern and southern province came in as a remedial intervention to support MoE.</p> <p>-Coordination by partners to get the programmes implemented well.</p>		<p>effectively at all levels</p> <ul style="list-style-type: none"> - There is need for behavior change by everyone (Challenge 3) - Community outreach – sense of ownership (Challenge 4) <ul style="list-style-type: none"> - Set targets to come up with desired strategies (challenge 5)
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QUESTION	MUCHINGA	WESTERN	EASTERN	NORTH-WESTERN	SOUTHERN
5. Should government and partners implement remedial learning for children in the lower grades (so Grades 1 and 2); what lessons have been learnt to date that can be used as leverage?	<ul style="list-style-type: none"> • Yes • Just like children develop differently they equally assimilate the knowledge they acquire differently 	<p>-Yes</p> <p>_remedial work must be given to the early grade learners.</p> <p>Lessons learnt</p> <p>-Learners have difficulties in letter sounds and syllables</p> <p>Most learners are unable to read</p>	<p>Yes.</p> <p>Lessons learnt to date</p> <p>-more concentration on phonemic awareness and phonics</p> <p>-more emphasis to teaching oral English and English</p>	<ul style="list-style-type: none"> • Yes, remedial learning should be intensified at grades 1 and 2 • It improves learner performance 	<p>Government and partners should implement remedial learning for children in the lower grade (Grade 1 and 2). The following lessons have been learnt to date that can be used:</p>

	<ul style="list-style-type: none"> • Learners possess different intellectual potentialities • Children come from divergent backgrounds (environments) • Grade 1 and 2 is the foundation of the child's future education endeavors • Catch up 	<p>fluently, and they need a lot of practice to catch up.</p> <p>-Learners need a lot of practice to read passages/stories and questions should be asked to test their understanding during school lessons.</p>	<p>-re-orientation of teachers on how to teach oral English</p> <p>-redistribution of oral English books</p> <p>-interpretation of assessment data for decision making (is not done at school level)</p> <p>-concentrate on teaching than assessment. At least twice termly.</p> <p>-consistency of interventions</p> <p>-to many interventions on the same area.</p> <p>-Revise the tertiary curriculum to incorporate right methodologies used in remedial work.</p>	<ul style="list-style-type: none"> • It is used as a catch-up strategy <p>Lessons learnt</p> <ul style="list-style-type: none"> • Administration of formative assessment should be enhanced for decision making • Institutionalize and actualize remedial work in all learning institutions • Enhance internal monitoring by all at the institutional level • Administrators to ensure teachers meet their planning targets. 	<ul style="list-style-type: none"> - To consolidate what has been taught in class - It helps to bridge up the gaps of what has not been taken care of in class - It gives an opportunity to backward learners (catch-up) - It supports individualized instruction - It helps teachers to triangulate - It is a self-assessment activity to the teachers - It helps low achievers to attain the motivation they need - Teacher is overloaded
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QUESTION	MUCHINGA	WESTERN	EASTERN	NORTH-WESTERN	SOUTHERN
6. What key guidance should the Ministry provide to partners to avoid duplication of activities and resources to support the PLP? In what ways can the MoE better coordinate activities implemented by various partners in schools?	<ul style="list-style-type: none"> Come up with needs and distinct priorities e.g., low reading levels Ministry should meet all partners and collaboratively come up with interventions <p>Ways:</p> <ul style="list-style-type: none"> MoE to coordinate partners through a joint technical committee MoE should regularly monitor the activities and programmes. 	<p>-The MoE to hold consultative meetings with other partners</p> <p>-Partners should consult the ministry in which areas to conduct their activities so that partners do not end up supporting the same schools in the districts or provinces</p> <p>-The ministry to support rural schools.</p>	<p>- consult and collaborate with MoE before coming up with activities</p> <p>- Set up dept to deal with partners and start analyzing programmes critically.</p> <p>-harmonizing these activities.</p>	<p>PEO and Teacher Training Colleges</p> <ul style="list-style-type: none"> Provision of transport to facilitate monitoring DRCCs and standards Segmentation of programmes from MoE Let MoE Headquarters to allocate programmes than leaving it to partners to choose Comprehensive support programmes Integration supervision/monitoring Funding be adequate at provincial and district 	<p>Guidance to avoid duplication:</p> <ul style="list-style-type: none"> -Distributing NGOs who are providing same/similar services -NGOs to harmonize their activities -Bottom-up approach <p>Coordinate activities implementation:</p> <ul style="list-style-type: none"> - Monitoring - Follow-up - Evaluate - Report - Giving areas of operations - Planning together

ANNEX 2: WORKSHOP EVALUATION FORMS

QUESTION	Southern	North-Western	Western	Muchinga	Eastern Province
How the dissemination improved participants' understanding of the early grade reading in Zambia?	<p>1) Increased understanding of need for dialogue on presentations and experience sharing</p> <p>2) The dissemination has improved my understanding of EGRA in Zambia as it has brought out the indicators that influence learners performance positively and negatively making it possible to plan for interventions.</p> <p>3) Better understanding of subtasks where learners are performing well and where they are not</p> <p>4) Improved understanding of learner performance in province; Is a guide to teachers and headteachers on how</p>	<p>1) Aware of performance for each district</p> <p>2) Aware of the factors that improve learning achievement</p> <p>3) The dissemination has provided direction for policy formulation and direction which will directly improve the teaching and learning outcomes</p> <p>4) The factors that influence reading made me realize that learner's breakthrough in consideration of these factors.</p> <p>5) The dissemination has highlighted areas that need attention during teaching.</p> <p>6) I now have knowledge of the different domains and that need improvement in literacy. I have also understood how each</p>	<p>1) Acquired more knowledge and skills in EGRA and performance in literacy per district.</p> <p>2) Understood the change in performance from baseline to endline.</p> <p>3) The learners in the early grade need more remedial work and teachers need to take lessons seriously considering the low performance.</p> <p>4) The results have yielded desirable recommendations for some of the challenges to the Ministry.</p> <p>5) The impact of covid19 on the results has been well presented.</p> <p>6) Well informed on how each district is performing in each level of reading.</p>	<p>1) Aware of the performance of each district and the factors that affect the learner performance.</p> <p>2) The study showed the results by baseline-midline comparisons, and gender.</p> <p>3) I have more knowledge on learners who were able to meet the national benchmarks and those who were not able to meet them.</p> <p>4) The workshop has highlighted the reading levels and how they were assessed.</p> <p>5) The various levels of reading were well</p>	<p>The dissemination has improved my understanding of how learners have been performing from baseline to endline.</p> <p>-By providing a picture of low literacy levels among our early grade learners how are not meeting the national benchmarks.</p> <p>-The study has highlighted the variables that influence learners performance.</p> <p>-Learners should be exposed to reading materials both at school and at home.</p> <p>-Lol is key in acquiring reading skills and learners should be helped if they speak a</p>

	<p>to improve reading levels.</p> <p>5) The dissemination has helped to understand how different parameters affect learning as well as strategies that can be employed to improve the results. The EGRA highlights the assessments and the competences assessed at each level.</p> <p>6) realized importance of early grade reading as foundation for effective and fluent reading</p>	<p>domain is connected to the other.</p> <p>7) All learners should have access to reading materials and regularly read to the teacher and other learners</p>		<p>presented, and areas were more work needs to be done were highlighted.</p>	<p>different language from the Lol</p> <p>-The objectives of the study are well explained, and the results can better inform the Ministry in decision making.</p> <p>-The study highlights the low levels of reading and how COVID19 affected the performance of the learners.</p> <p>-Despite having a wide range of challenges before and after COVID19, some districts have performed better, this is an indicator that we can all do better.</p> <p>-The dissemination has improved my understanding of the reading levels and how EGRA measures reading based on the MoE benchmarks.</p>
What are the strengths of the Midline EGRA study?	<p>1) Shows results of performance by district</p> <p>2) Reveals true picture of teaching and learning situation in schools</p>	<p>1)The study was able to capture the data that was within its indicator of the research tool.</p>	<p>1)understood the predictors of results for reading skills.</p>	<p>1)I have learnt how to interpret the data when making comparisons and</p>	<p>The results are an eye opener and they have given us and understanding of what we need to do</p>

	<p>3) Study shows that covid-19 affected the performance of our learners</p> <p>4) It brought out indicators of parental involvement; teacher effectiveness and pupils attitude towards learning</p> <p>5) It can help teachers understand their areas of weaknesses and can enhance supervision of the teaching of literacy</p> <p>6) Provides detail of literacy components requiring attention</p> <p>7) Assists in decision making and analyzing performance</p>	<p>2) The study covered all factors and areas that concern literacy</p> <p>3) The capturing of initial reading skills was done well.</p> <p>4) The study has exposed that there is need for a lot of work to be done. The study was done by independent consultants, making the results a true reflection of the reading performance.</p>	<p>2)The assessments were done in the language of instruction.</p> <p>3)The study has given us a picture of the results and were we as a district.</p> <p>3)the workshop was successfully presented, and I have gained more knowledge on performance and the new direction to be taken in terms of the need to develop an action plan.</p> <p>4)The study has well-articulated findings as per district reading levels. This has translated in gap identification to reflect on possible remedies.</p> <p>5)The EGRA study has helped us to understand where we are lacking as a province, and we should find solutions to the many challenges that we face.</p>	<p>how to disseminate information to others.</p> <p>2) the results and recommendations provide valuable feedback to the ministry on early grade reading.</p> <p>3) the study has highlighted the results as well as the factors that affect reading in early grades.</p>	<p>to change the situation. The sample is standardized and the EGRA results are comparable to the PTS dashboard results.</p> <p>-The study provided performance of the learners by province and districts clearly.</p> <p>-the results can be used for decision making on the challenges that the learners are facing.</p> <p>-The dissemination has created a platform to analyze literacy levels so that the stakeholders can come up with measures to address the poor reading levels.</p>
Other comments or recommendations	<p>1) Need more time for assessment of EGRA programmes</p> <p>2) School administrators should</p>	<p>1) More support and supervision for teachers is needed</p> <p>2) Education Data/USAID/MoE</p>	<p>1)Presenting results per province and district was good and informative enough for planning.</p>	<p>1)More supervision and support for the teacher is needed.</p>	<p>Schools should use this data to improve learner performance by looking at the</p>

	<p>be held accountable for performance in the school. Grade 1-3 teachers should not be changed or allocated to different grades to allow mastering of skills</p> <p>3) All stakeholders should be involved in helping to improve learner performance</p> <p>4) Let's Read team should do a follow up monitoring in schools to see the actual implementation of teaching of literacy</p> <p>5) Need for support to districts to conduct re-training for all teachers teaching Grade 1-4</p> <p>6) Extend capacity building in EGRA to standards officers and DEBS; if you monitor your own programme alone there would be little ownership</p> <p>7) Share results with all stakeholders in the district and come up with strategies owned by all</p> <p>8) There is need for formative assessment to be reviewed at all</p>	<p>engage in other studies which promote positive deviant schools.</p> <p>3) USAID and MoE should continue the partnership to improve reading outcomes</p> <p>4) More dissemination of results should be done with teachers and head teachers who monitor the reading programmes.</p> <p>5) Learners should be given an opportunity to read on their own.</p> <p>6) Need to have such informative activities regularly</p> <p>7) Schools to have adequate learning and teaching materials. For example, it is easier to work with printed materials.</p>	<p>2) monitoring needs to enhance and to do this, the districts need support with transport.</p> <p>3) It has improved my understanding of the level of reading in the district and the areas of concern in order to find mitigating strategies for the district.</p> <p>4) more time should be allocated to the workshop so that all the challenges and action points can be discussed.</p> <p>5) the study gives a clear identification of the gaps of the teaching of literacy.</p>	<p>2) more materials need to be provided to community schools.</p> <p>3) the dissemination meeting was very educative and well presented. The learning gaps were presented, and the course of action was discussed.</p>	<p>areas that need attention.</p> <p>-USAID should allocate for resources to monitoring of the Lets read project.</p> <p>-We need to motivate and mentor the lower grade teachers.</p> <p>-Disseminations should be extended to all stakeholders and involve them in coming up with decisions.</p> <p>-We need to learn from the schools or districts that did well in order to improve the low performing schools or districts.</p> <p>-Strengthen community support to improve literacy. Teaching of oral English literacy must be emphasized, and English materials must be made available in schools.</p> <p>-Regular review meetings between USAID and MoE can</p>
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	<p>levels; Need for technical support for those who develop SLA. The cost must not be left on the shoulders of the developer</p>				<p>help track progress of learners and improve reading outcomes.</p> <ul style="list-style-type: none"> -Orientation for newly recruited early grade teachers on the Let's Read project. -schools to implement adult literacy so that learners are assisted at home. -Rewards, clubs and reading festivals should be put in place to appreciate the best performing teachers and learners in the early grades.
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ANNEX 3: WORKSHOP AGENDA

Midline EGRA National Dissemination Agenda

Venue: Radisson Blu, Lusaka

Date: July 22, 2022

Objectives:

The main objective of the workshop is to disseminate national level results for the 2022 Midline EGRA with stakeholders in education and discuss how they can use the results to improve early grade reading skills.

Sub objectives:

To share observations, lessons learned regarding the trends in reading outcomes, in comparison to baseline in the 5 provinces

Time	Activity	Facilitator	Outline
8:00 – 8:30	Registration	USAID Education Data	- Registration
8:30 – 8:45	Opening prayers and introductions	USAID Education Data & MoE	- Prayers - Introductions
8:45 – 9:00	Opening remarks	Permanent Secretary	Opening remarks from the PS
9:00 – 9:15	Opening remarks	Sarah Crites, USAID/Zambia	Opening remarks from USAID/Zambia
9:15 – 9:30	Opening remarks	Dr. Michael Chilala - ECZ Director	Opening remarks
9:30 – 9:45	Overview	Denise Clarke - Chief of Party	USAID Let's Read project overview
9:45 – 10:00	Introduction to Education Data Activity	USAID Education Data	Introduction to Education Data Activity
10:00 – 10:20	11:00 – 11:20 Tea Break		
10:20 – 11:00	Midline EGRA Results Presentation	USAID Education Data – HO representative	- Assessment questions - EGRA instrument - Results: averages, MoE benchmarks - Factors influencing oral reading fluency - Conclusion - Recommendations
11:00 – 11:20	Presentation of SSME results	USAID Education Data – HO representative	- Introduction to SSME tools - Results
11:20 – 12:00	Discussions, comments & Q&A	USAID Education Data	- Question and answers from the participants

Provincial Dissemination Workshop Agenda

Objectives:

- USAID Education Data Activity will disseminate provincial level results from the 2021 Midline EGRA
- Participants will discuss observations, lessons learnt and recommendations to improve early grade reading.

Time	Activity	Facilitator	Outline
8:15 – 8:30	Registration	USAID Education Data	- Registration
8:30 – 8:45	Opening prayers and introductions	USAID Education Data	- Prayers - Introductions - Workshop objectives - agenda
8:45 – 9:00	Opening remarks	PEO	Opening remarks from the PEO
9:00 – 9:15	Opening remarks	USAID/ZAMBIA/ECZ/Let's Read	
9:15 – 9:30	Introduction to Education Data Activity	USAID Education Data	Introduction to Education Data Activity
9:30 -10:30	Baseline Results Presentation	ECZ USAID Education Data	-
10:30 – 11:00	Tea break		
11:00– 11:15	Orientation to the briefs	USAID Education Data	- Introduction to provincial briefs - Introduction to district briefs
11:15 – 11:25	Q&A	USAID Education Data	- Question and answers from the participants
11:25– 11:45	Activity: Feedback & Next Steps	USAID Education Data & ECZ	- Instructions: divide them into groups. Each group will be asked to answer several questions and to report out to the group. - Discussion questions: <ul style="list-style-type: none"> ○ What about the provincial and district assessment results surprised you and what confirmed your experiences? ○ How do you think COVID-19 contributed to these results? ○ What do you think can be done at: <ul style="list-style-type: none"> ▪ School level ▪ Zonal level ▪ District level ▪ Provincial/national level to make up for the learning loss?
11:45 – 12:15	Group presentations	USAID Education Data	A representative from each group to present discussion points
12:15 – 12:30	Close out	USAID Education Data and MoE	- Wrap up & closing remarks - Group photo
Lunch	12:30 – 14:00		

ANNEX 4: ATTENDANCE OF STAKEHOLDERS BY DISSEMINATION EVENT

Location/	Institution	Gender		Total
		Female	Male	
Lusaka- MoE Headquarter Officials	MoE-HQ	6	5	11
Total		14	10	24
Lusaka – National Dissemination	MoE	8	6	14
	ECZ	0	3	3
	IPs	6	3	9
Total		14	12	26
Mongu, western	MoE-PEO	1	1	2
	MoE-DRCC	8	7	15
	MoE-H. Teachers	1	4	5
	MoE-Teachers	3	1	4
Total		13	13	26
Choma, Southern	MoE-PEO	4	2	6
	MoE-DEBS	2	2	4
	MoE-DRCCs	3	6	9
	MoE-H. Teachers	2	4	6
	MoE-Teachers	6	1	7
Total		17	15	32
Chipata, Eastern	MoE-PEO	1	5	6
	MoE-DEBS	0	1	1
	MoE-DRCCs	2	13	15
	MoE-H. Teachers	1	4	5
	MoE-Teachers	3	2	5
Total		7	25	32
Muchinga	MoE-PEO	3	3	6
	MoE-DEBS	0	1	1
	MoE-DRCCs	6	3	9
	MoE-H. Teachers	3	6	9
	MoE-Teachers	8	2	10
Total		20	15	35
North-Western	MoE-PEO	3	3	6
	MoE-DEBS	2	13	15
	MoE-DRCCs	4	6	10
	MoE-H. Teachers	2	4	6
	MoE-Teachers	3	3	6
Total		14	29	43

Province	Institution	Total
Five Provinces	MoE-PEO staff	5 PEOs (21 staff)
	MoE-DEBS staff	21
	MoE-DRCCs	58
	MoE-H. Teachers	30
	MoE-Teachers	37
Total		167