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STRENGTHENING EDUCATIONAL PERFORMANCE – UP (STEP-UP) ZAMBIA PROJECT

**QUARTERLY PROGRESS REPORT
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Cover photo: A Grade One learner demonstrates her literacy skills in front of provincial and district educational officers at the provincial launch of the *Let's Read Zambia* campaign in Southern Province. Though she is a Grade One student, she is able to read from a Grade Two textbook.

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ACRONYMS AND ABBREVIATIONS

AATAZ	Anti-AIDS Teachers' Association of Zambia
CDC	Center for Disease Control
CLCE	Charles Lwanga College of Education
CPD	Continuous Professional Development
DEBS	District Education Board Secretary
DRCC	District Resource Centre Coordinator
DSC	Directorate of Standards and Curriculum
EBS	Education Statistical Bulletin
EMIS	Education Management Information System
FAQ	Frequently Asked Questions
LEMIS	Local Education Management Information System
LPIP	Learner Performance Improvement Plan
LPIS	Learner Performance Improvement Strategies
LPTS	Learner Performance Tracking System
M&E	Monitoring and Evaluation
MESVTEE	Ministry of Education, Science, Vocational Training, and Early Education
NCF	New Curriculum Framework
PA	Provincial Advisor
PEO	Provincial Education Office/Officer
PESO	Provincial Education Standards Officer
PLP	Primary Literacy Program
PMEP	Performance Monitoring and Evaluation Plan
PTA	Parent Teacher Association
RTS	Read to Succeed
STA	Sub-task Area
STEP-Up	Strengthening Educational Performance-Up
TTL	Time to Learn
USAID	U.S. Agency for International Development
UNESCO	United Nations Education, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund

UNZA	University of Zambia
ZAMISE	Zambia Institute for Special Education
ZANIS	Zambia National News and Information Service
ZICS	Zonal In-service Coordinators

EXECUTIVE SUMMARY

The Government of the Republic of Zambia, through its Ministry of Education, Science, Vocational Training, and Early Education (MESVTEE), is committed to strengthening oversight functions and accountability that will ensure the delivery of effective educational services. To support this objective, USAID's Strengthening Educational Performance-Up (STEP-Up) Zambia activity is providing technical assistance to produce meaningful, measurable improvement in learner performance and literacy at the primary school level. At the heart of STEP-Up Zambia's approach is the importance of one-on-one relationships at each level of the MESVTEE leadership structure, to create trust in order to influence and affect change in education management practices. This approach is further strengthened by forging national and local partnerships with other education donors, education implementers and the private sector through public private partnerships. With support from STEP-Up Zambia, the MESVTEE will foster a culture of planning and use of relevant data to track improved learner performance, particularly in reading in 1st through 4th grades. One of the key project goals is to support the MESVTEE's access to and utilization of appropriate tools related to performance, accountability, and resources in order to boost learner performance by 15 percent by 2017.

During the quarter under review, the Project team was challenged to deepen their commitment toward the overarching goal for year 3 which is: "making things stick" through improved education management planning, research and one-on-one advisory work. In order for change to stick, it is essential that activities be driven locally instead of centrally from the Lusaka office. Therefore, the Project shifted the responsibility more and more towards the 10 Provincial Advisors (PAs) as proposed in STEP-Up Zambia's official scope of work. The PA's leadership at the local level is essential for the success of the Project's activities and more importantly to build an environment of ownership and positive feedback. Through closer monitoring of each provincial monthly plan, the task leaders with the support of the Chief of Party have provided clear guidance on how to help PAs take the lead and be accountable for the priority activities to be carried out during each month. Furthermore, they will be held accountable to provide quarterly targets for their province on each of the 18 PMEP indicators. The goal is to move from a reporting process to providing evidence of the project's impact and results. To facilitate this, the PAs met in Chisamba in late May in a training workshop to improve their skills in gathering evidence of change, documentation of success and challenges, and reporting. The Chisamba meeting provided an opportunity to review the headway made in each task area especially with respect to tracking progress made by each district in implementing the strategic plans. The focus was on assessing how learner performance was or could be improved through faster and more accurate reporting of monthly assessments in schools by the districts offices.

SUMMARY OF KEY ACCOMPLISHMENTS

41 District Data Management Committees (DMCs) initiated work analyzing local data.

Since the distribution of the circular issued by the Permanent Secretary of the MESVTEE instructing PEOs and DEBS on the creation of DMCs on February 19, 2014, the total number of activated committees as of June 30th 2014 is 41 (see Annex B). Out of these 41 districts, North Western Province has already held 3 meetings in each district on the use of data for improving learner performance. As a result of these initial meetings, local Ministry offices, such as the District Resource Center Coordinator (DRCC) in Mwinilunga, plan teacher continuous professional development based on data collected through their own means such as the annual school census and the monthly learner performance assessment reports (week 5, 10 and 13). The institutionalization of the DMCs follows the principles of Theory of Change, where people and not just software are the foundation of a local EMIS work. Furthermore, it is local practices and the *use of data by people*, as well as putting the *data to use through better policies*, that will enable the targeted districts to begin improving their literacy results.

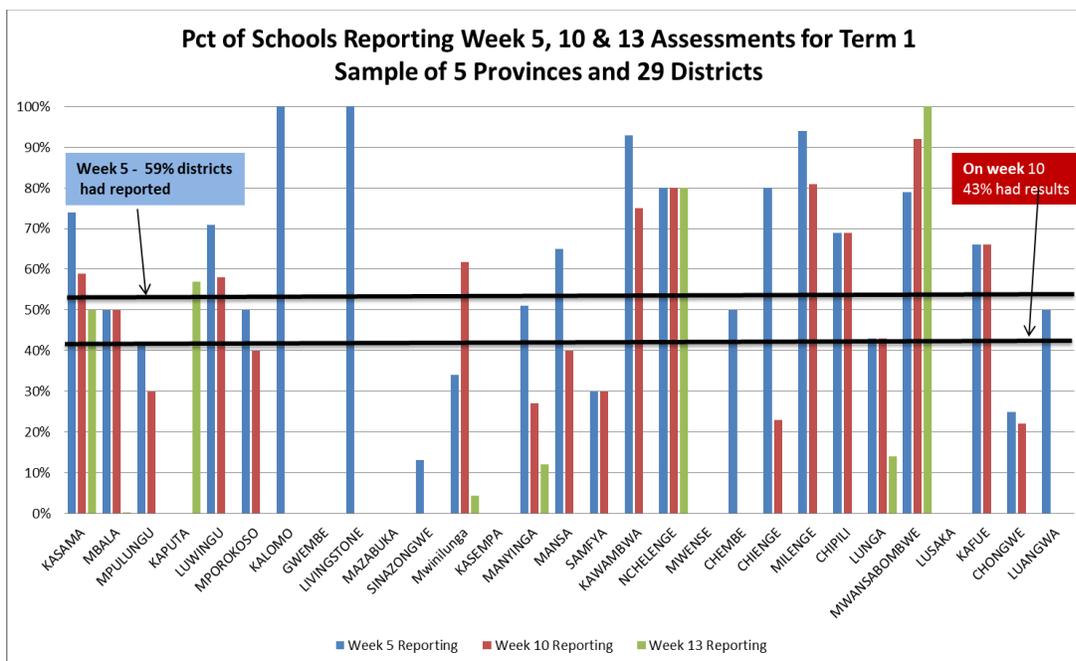
In provinces where DMC meetings are not yet held regularly, STEP-UP will facilitate initial meetings, transferring responsibilities to the PEOs in years 4 and 5. In provinces where monthly meetings are currently held, STEP-Up will assure DMC meetings are steered by a demand-driven agenda, addressing the most urgent needs of province. Provincial advisors are working with PEOs to make DMCs a priority in the provincial monthly calendar of events. Initially, DMCs are expected to convene once a month until pressing issues are addressed. Subsequently, DMC meetings will be held quarterly.

***Let's Read Zambia* mobilization campaign took off with a media workshop on the national curriculum and the importance of reading and instruction in local languages.** After the national launch, STEP-Up Zambia took pause before launching the provincial events to help the Ministry assess the messaging and feedback received from teachers, parents and community leaders on the revised curriculum. For this purpose, an ad-hoc mobilization task force was created to collectively support the Ministry's communications with national media and with its own officers in the provinces. The result was a national media workshop (press, radio and print) which was held in Kabwe from April 14-15, 2014 and was coordinated by the Ministry with the support of its partners; STEP-Up Zambia, Irish Aid and UNICEF's education office. The aim of the workshop was to gain support for comprehensive and positive messaging and coverage of the campaign. Guided by a set of Frequently Asked Questions on the revised curriculum, topics or issues discussed included; how the local language helps children read, the reasons for the use of local languages, and how Zambia stands to benefit from the new teaching methodology. Over 50 media organizations, including more than 40 community radio stations, provincial TV stations and print media were in attendance.

Six *Lets Read Zambia* provincial launches carried out in Eastern, Central, Copperbelt, North Western, Western and Southern Provinces.

After the successful completion of the media workshop, the Ministry decided to hold the provincial launches as 2-day events. Day 1 built on the Kabwe media workshop outcomes, to ensure that participants from all the districts in the province were clear on why the curriculum was revised; the history of education reform in Zambia; how to address concerns about this ‘new’ approach by responding to issues raised by parents and the media; and what it all means for promoting reading, and measuring and improving learner performance in the early grades. Day 2 was a public launch event held at a local school with broad participation from community and traditional leaders, parents and students. Each provincial launch was attended by an average of 500 to 600 people. The ministry targets to launch the campaign in all the 10 provinces of Zambia, with plans to launch in the remaining 4 provinces in the next quarter.

Monitoring districts tracking learner performance information: As part of STEP-Up Zambia’s support to improve education management practices, a simple survey was completed in five provinces (Lusaka, Eastern, Luapula, North Western and Central) to determine how many districts were conducting Continuous Assessments (CA) at the school level, as required in the revised curriculum in first grade. Based on an ad-hoc survey of the districts, the team was able to determine which districts were adhering to the required assessment timetables, in order to link them to DEBS with a strong management track record and good strategic plans. As can be seen in the table below, three districts, namely Luwingu, Mwanabombwe and Nchelenge, were clear frontrunners and had the best data tracking records. These districts had schools reporting for all three required periods (week 5, 10 and 13). Furthermore, these same districts had the highest average number of schools reporting their learner results with respect to all 29 districts sampled. These ad-hoc surveys are important for the Directorate of Standards to be able to improve its monitoring of the roll out of the revised curriculum across the 103 districts in the country.



Subcontracts awarded to conduct 42 health market fairs in five provinces. During this quarter, Task 3 focused on issuing requests for proposals for its three major PEPFAR-funded activities. Starting in August 2014, the Project will be managing/supervising three major contracts for the following activities: teacher health market fairs, para-social trainings, and the formation of teacher support groups. For this purpose, STEP-Up Zambia's HIV and AIDS Coordinator met with the MESVTEE's new HIV coordinator to discuss the upcoming programs, and thus garnered support for STEP-Up Zambia's health activities in the education sector. As a result of this meeting, the new Ministry HIV coordinator has a greater understanding of the structure of the STEP-Up Zambia project, and is supportive of and looking forward to attending some of the Project's upcoming health work and remaining engaged with future project activities. This type of relationship-building provides the opportunity for the project to integrate its activities into the MESVTEE, and work together to implement MESVTEE policies and goals. The new coordinator has resubmitted the HIV/AIDS workplace policy to the cabinet for review and is preparing to advocate for the cabinet's attention on this important policy.

Improving metrics to track progress of provincial and district plans through a rubric. During this quarter, the Project completed and deployed a second rubric to measure progress in the implementation and monitoring of the learner performance improvement strategic plans (LPIS) for each district. This rubric contains a list of criteria to help establish a baseline for districts, against which progress made on the implementation of the strategic plans can be measured. With this tool, districts will be able to derive a variety of local management actions based on identified local needs and challenges, such as addressing teacher absenteeism due to lack of local language knowledge, access to schools in game areas where human-animal conflict is prevalent, and peer-to-peer support among local schools. Such decisions will be guided by and focused on the LPIS target areas, with information on which action items are on target, which processes can be improved, and how to allocate limited resources in order to meet targets. For instance, Northern Province's use of the rubric has identified gaps between the provincial strategic plan and local policies. As a result, the provincial office is working on aligning the guidelines recommended in the local homework policy with the suggestions in the implementation plan. The results collected from this second rubric will culminate into a final report for the Director of Standards.

The Project also made impactful inroads into the Ministry's Planning and Information Directorate. The decentralization advisor and Chief of Party met with the Director of Planning during which positive feedback was received on STEP-Up Zambia's role in strengthening education management practices. The opportunity to initiate dialogue was a major accomplishment because of the critical role the Planning Department plays within the MESVTEE, which include policy development, budgeting, and data and information management. The Director of Planning showed enthusiasm for STEP-Up Zambia to be involved in the MESVTEE's internal strategic planning processes. The specific processes are described in further detail in the main body of this report.

UNZA disseminates a policy brief on the training of teachers to teach literacy in colleges of education: STEP-Up Zambia supported an applied policy research study conducted by the University of Zambia (UNZA) on teacher training (how they are trained, the content of literacy

courses, existing policies, remedial measures to support student teachers etc.) in colleges of education to teach literacy that was carried out during the last quarter. Following the end of the research phase, an analysis workshop was held in early April 2014 in order to draft a policy brief to be disseminated to all stakeholders. This was done through a round-robin discussion among the different groups within the study team. The UNZA faculty, including 12 Master's degree students who participated in the study, then presented the brief to the entire workshop gathering that included students and lecturers from other schools of education not part of the study. This method proved effective for individual and group lesson learning and the internalization of the study findings and recommendations, as evidenced by the scope and depth of ensuing discussions on the relevance of the research methodology and findings to on-going activities in the Master's degree study program.

TASK 1: Integrate and Strengthen Systems for Improved Decision-Making

Under Task 1, STEP-Up Zambia assists the MESVTEE to strengthen information management systems so that education managers at the district and provincial level can use data more effectively to guide planning and decision-making, to improve schools and to improve learner performance.

Key Accomplishments

Sub-task Area 1.1: Learner performance data applied to planning and budgeting at all Levels

Improving data accuracy to track schools in the newly created districts: During this quarter, STEP-Up Zambia continued its works laying down the foundation for a strong local EMIS (LEMIS) focusing on improved accuracy in data collection for the Ministry's annual census. With the creation of new districts, the Ministry's EMIS had to be updated to take into account these new geographic units. Through the ongoing technical services in database management provided by a short-term technical specialist, the Project supported the inclusion of 30 new districts in the official database. Furthermore, the specialist updated Ed*Assist's data entry modules to accommodate for the new districts and for changes in this year's questionnaire related to information on HIV and AIDS in schools. Specifically, the support focused on updating the Questionnaire Tracking System (QTS) module to update information on schools and their location according to the district, constituency and ward. With the creation of 30 new districts in all the provinces (except Copperbelt), the Ministry needs to reassign the affected schools to their newly assigned geographical unit. Having an accurate schools' database is critical for districts to be able to know which schools fall under their jurisdiction and for which they are responsible. This information is important for determining enrollments, allocation of school grants, teacher counts and infrastructure development plans among other key data.

The second module to be updated was the Information Data Entry Module (IDEA) that provincial and district planning officers utilize to enter the data from the annual census questionnaires received from schools. The necessary adaptations to the software was made to match the new annual census forms for 2014, which will make data entry much easier. Furthermore, additional data verification and validation schemes were added to ensure only clean data is saved in the database. This validation process will also improve the accuracy of local EMIS data. The continued maintenance of the two modules was required to preserve data from previous years and at the same time to allow the Ministry to be able to begin reporting data on the new districts and indicators as part of the upcoming 2014 education statistical bulletin (EBS), which will be finalized the first quarter of 2015.

Learner performance tracking: As a follow-up from last quarter's review of data collection instruments on learner performance, the STEP-Up Zambia team identified 2 provinces as clear frontrunners in assessing local data based on the revised curriculum. For this quarter, the team conducted fact-finding trips to Luapula and North Western Provinces to compare how they have started collecting their learner performance data through a locally designed Learner Performance

Tracking Systems (LPTS). The “system” is a simple Excel module used to collect average grades for each class and subject matter across primary schools in their respective district. A simple data validation formula turns grade results into either red, yellow or green depending on the grade range. Those classes with an average of 40% of the total possible points or below can be identified by the color red or as being below minimum. The importance of these visits was two-fold: a) they allowed the team to understand how each provincial team collected data in the district and b) they helped do a ground truthing on how each province was using this data to inform DEBS, DESO and other local officers to track low performing schools. The remaining provinces are conducting similar tracking of learners’ performance and are expected to report on these same issues by the end of term 2.

Sub-task Area 1.2: Local MESVTEE systems for tracking reading achievement developed

During this quarter, the Project engaged the Ministry and education stakeholders to track education sector performance at the systems level. For this reason, STEP-Up Zambia actively participated in the Joint Annual Review (JAR) led by the Directorate of Planning with the support of its cooperating partners, including USAID, DfID, Irish Aid, and UNICEF among others. The theme of this year’s meeting was “Educational Assessments for Improved Learner Performance”, and one of the key achievements was the fact that USAID partner projects spearheaded the process of developing JAR instruments and had the opportunity to share their work with other education sector stakeholders.

As a systems strengthening project, the anticipated role for STEP-Up Zambia at the meeting was to actively engage other key cooperating partners to seek ways of linking provincial strategic plans with the 34 indicators specified in the education sector Strategic Performance Assessment Framework (PAF), which is a subset of the National Implementation Framework (NIF III) and is used to track overall progress towards improving education quality and effectiveness by 2016. PAF indicator 1 tracks improvements in grade 5 math results for boys and girls. For instance, the percentage of grade 5 boys and girls that can read is expected to improve from a baseline of 39.4% in 2011 to the agreed target of 45% in 2016. In this case, STEP-Up Zambia is analyzing possible ways for the LEMIS to help link strategic plans to these PAF indicators at the provincial level.

During the JAR field visits, 3 STEP-Up Zambia staff members, plus the headquarters Project Director participated in the schools visits. The provinces selected for the JAR were North Western, Southern and Muchinga Provinces and were visited from June 2nd through to June 5th 2014. Each staff member joined the Ministry team and cooperating partners on school visits to primary, secondary and tertiary-level schools in each province. The goal was to collect evidence and learn what each province was doing to implement policy on assessment. In the case of primary schools, the field visit focused on sampling reading results from public, community and private schools in at least 3 districts per province. With the support of Read to Succeed and Time to Learn, a condensed version of the early grade reading tool was developed in each of the local languages to measure the level of proficiency in reading in 2nd grade. The data collected was compiled and included as part of the JAR reports for each province. STEP-Up Zambia staff

worked with their counterparts in the analysis of the field visit results and the publication of the final draft report presented at the Joint Annual Review conference on June 17th - 19th 2014.

Using data based on international studies by McKinsey & Company, Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) data, and STEP-Up Zambia's internal tracking of districts performance, the Project team contributed to an infographic poster with key information on assessment results in Zambia and the linkage of improved results with better planning through strategic planning. The poster was presented and shared with Ministry officials and cooperating partners at the 3-day JAR conference. As a result of this publication and STEP-Up Zambia's participation during the event, the conference participants were successfully engaged and were able to better understand the importance of strategic plans and of tracking their targets towards improving the provincial indicators in reading proficiency as a fundamental skill for the overall success of learners in early grades.

Here are the highlights and recommendations from the 2014 JAR conference:

- More research is required to see how summative assessments can help improve learner performance.
- Need to strengthen continuous professional development to improve teachers' skills in formative assessment especially as part of the week 5, 10 and 13 assessment needs.
- Focus on low performance levels not just at grade 7 but also grade 5 (and eventually grade 2) is essential to predict learner results and provide corrective actions early in the child's school journey.
- An increased focus on assessment is increasing the workload of head teachers. Districts must support them and find ways to make sure these tasks are completed and on time.
- Find ways to get learning materials to the classrooms and to make sure that they are used by learners. At this point, materials are not in classrooms and are affecting the effectiveness of the roll out of the new curriculum.

Challenges and Recommendations

- Continue raising awareness of accountability for quality data at the district level to ensure accurate information is collected. The collection and use of the data for local policies is part of the mandate for the Data Management Committees. Specifically, one of the key challenges is to confirm the master list of schools open in 2014. This is an important exercise for a district office to have completed as a step to know how many schools are on track or not. While new districts and boundaries are complete, by most accounts, maps have not yet been distributed to administrative offices.
- Provide further guidance on standardizing the silo data from other projects into one harmonized table, preferably the school EMIS code. This point is related to the one above.
- Ensure new districts have verified their school list to make sure that schools are assigned to the right constituency, ward and zone. This process has to be done through the use of the QTS module in Ed*Assist.

- In the upcoming quarter, a simple excel-based template will be piloted as proof of concept for the final needs requirements in the development of the LEMIS tool.
- Building on the 2014 JAR experience and the lessons learnt on the ground, STEP-Up in conjunction with other education partners, will brainstorm ways to strategically influence next years' theme through the PCC.

TASK 2: Promote Equity as a Central Theme in Policy Development and Education

The Project continues to collect equity-related indicators through its work in the education sector. Gender-disaggregated data is collected through the Project's internal education statistical bulletin, which includes disaggregated data on key education indicators. The progress the Project has made in the education sector has cross-cutting impacts upon both genders and all members of the education community throughout the country. Through our work in systems strengthening and capacity building with the MESVTEE, the Project strives to build a stronger education framework for all Zambians.

TASK 3: Institutionalize MESVTEE's Management of HIV and AIDS Workplace Programs

The STEP-Up Zambia HIV/AIDS Coordinator prepared the groundwork to facilitate the implementation of the health market fairs. Upon execution of the subcontracts, STEP-Up Zambia wrote a letter to the Permanent Secretary (PS) seeking permission for the upcoming activities to be held; permission which was duly granted in the form of an approval letter that was copied to the corresponding PEO. This type of cross-communication is critical to ensuring the smooth rollout of all health market fairs in each province.

Three subcontracts were issued in June 2014 for the implementation of a total of 42 health market fairs in the remaining 5 provinces of Zambia - Western, North Western, Muchinga, Luapula, and Southern. These fairs will target a total of 13,000 teachers, learners and community members with HIV counseling and testing, which exceeds our fiscal year target of 10,000 beneficiaries reached. The fairs will also provide 20,000 teachers, learners and community members with evidence-based prevention messaging. The selected subcontractors are the Anti-AIDS Teachers Association of Zambia (AATAZ) who will implement 10 health fairs in North Western Province and 8 health fairs in Muchinga Province, CHAMP who will implement 8 health fairs in Luapula Province, and the Primary Health Care Research and Training Trust (PHCETT) who will implement 8 health fairs in Southern Province and 8 health fairs in Western Province.

Key Accomplishments

Sub-task Area 3.2: Strategies for cooperation between HIV and AIDS service providers, teachers, teacher unions, and local communities established

The wellness program embedded in the MESVTEE HIV and AIDS policy which has been under revision, is currently in draft and awaiting approval by the Cabinet Office. This policy contains

guidelines on how districts should respond to HIV in the education community, how to provide care and support for teachers living with HIV and AIDS, and how to link treatment to the prevention of further infection. STEP-Up Zambia’s subcontractors will support the goals of this pending wellness program through three Requests for Proposals (RFP). One procurement for subcontractors to implement Health Market Fairs was already finalized, and the remaining two procurements for Parasocial Training and Support Group Formation were initiated this quarter.

a) Parasocial and community health worker pre-service training

STEP-Up Zambia, through its subcontracts, will support pre-service parasocial training in 6 provinces. A total of 500 individuals from the education community will be trained, 84 in each of the 6 provinces and 21 in each of the selected districts. These individuals will undergo a 3-day interactive training on health and parasocial topics on care service provision. Each of the trained individuals shall identify 3 eligible clients in the education community living with HIV and AIDS to provide them with a minimum of care service, which is a basic health service PLWHA should be able to access, as defined by PEPFAR. A total of 1,500 eligible clients will be reached with care services.

Province	Districts			
Copperbelt	Ndola	Chililambombwe	Lufwanyama	Mufulira
Southern	Mazabuka	Kazungula	Namwala	Choma
Muchinga	Chinsali	Mpika	Nakonde	Chama
Northwestern	Kasempa	Solwezi	Mufumbwe	Mwinilunga
Luapula	Mansa	Kawambwa	Samfya	Mwense
Western	Lukulu	Shangombo	Mongu	Senanga

Locations for Implementation of Parasocial Training Subcontracts, 2014

The selected subcontractors will work with the DEBS to identify members of the education community to be trained as community health and parasocial workers. The subcontractor shall train these individuals using a highly interactive curriculum that will raise the level of community health and social care provided to people living with HIV and AIDS (PLWHA) within the education sector.

The procurement process involved requesting for expressions of interests (EOI) from as wide a range as possible of eligible organizations. The EOIs were advertised in national daily newspapers and 7 organizations responded. After a review of the EOIs, 6 organizations were shortlisted and were sent the Request for Proposal (RFP) for preparation of technical and financial proposals. In order to ensure strong proposals, a bidders’ meeting was held on 26th June 2014 at STEP-Up Zambia offices during which time the teams from the 6 organizations were able to clarify points and ask questions on the RFP. The deadline for the submission of the proposals is July 17th 2014 and the estimated date for awarding the subcontracts is August 13th 2014.

b) Support groups formation and motivational speakers’ cultivation in all the 10 provinces of Zambia.

STEP-Up Zambia, through its subcontracts, will support the formation of 20 teacher support groups and the cultivation of 20 teacher motivational speakers to support teachers living with HIV in the education sector in each of the 10 provinces. This will be done through the formation of 2 support groups and the training of 2 motivational speakers in 1 selected district per province. The aim of the support groups is to provide safe spaces for teachers living with HIV and AIDS, where members can share experiences, provide mutual support and help each other cope with their HIV status once they have gone through the testing and counseling process. The teacher motivational speakers will increase the visibility of teachers living with HIV in order to help reduce stigma in the education sector, and provide inspiration and support for individuals who have tested positive for HIV.

The subcontractor will work with the DEBS, the Human Resources Officer/ Executive Officers, and the Teacher Unions' representatives to identify members of the education community who are living with HIV and who do not belong to any existing support groups, but are willing to be part of one. As groups are being formed, care will be given to recruit an equal number of women and men, and the subcontractor will make every effort to ensure the confidentiality of the recruited members. The subcontractor is expected to train the selected teachers in 2 groups, each comprising 12 people and using the curricula developed on support groups. One person from each of the groups will be identified and trained in motivational speaking using the training curriculum developed by the subcontractor. Each of the motivational speakers shall, under supervision of the subcontractor, conduct at least 2 speaking engagements with fellow teachers in their respective districts to motivate them to access health, care and support services.

To find the most suitable subcontractor to implement this Project activity, the STEP-Up Zambia project began the procurement process for a local subcontract by requesting an expression of interest (EOI) from eligible bidders. The call for EOIs were advertised in all the national daily newspapers and 11 organizations responded. After a review of the EOIs, all of the 11 organizations and individuals were sent the RFP for preparation of technical and financial proposals. A bidder' conference was held on July 10th 2014 and clarification was provided for any outstanding questions raised by the potential subcontractors. The deadline for the submission of the proposals is July 25th 2014 and the estimated date for awarding the subcontracts is August 25th 2014.

Provincial Advisors began the groundwork for the implementation of the subcontracts to ensure the smooth and timely delivery of services. STEP-Up Zambia is well-positioned to implement the 3 upcoming health subcontracts because Project staff members have previously worked with Ministry officials to successfully implement similar activities. The existing collaboration with the ministry and networks with other stakeholders will assist in the implementation of planned and future HIV and AIDS programs. For example, the PA in Northern Province began laying the foundation for the implementation of teacher support groups by supporting the PEO and the DEBS with the organization of wellness activities through technical assistance, such as supporting the training of peer educators in basic health education, which promotes good health and positive living among the teachers and pupils in the Province. The PEO has acknowledged the impact of HIV and AIDS related health challenges on the teaching profession and has

resolved to fully engage all DEBS and stakeholders in the Province by reviving the workplace HIV and AIDS and wellness program under the Human Resources section of the District office.

In preparation for the formation of the teacher support groups in Mpulungu and Luwingu Districts in Northern Province, STEP-Up Zambia worked with the respective DEBs to assess the mobilization of support groups of teachers living with HIV. An existing teacher support group, which was established in 2008 and currently has 9 members, was identified in Luwingu District. STEP-Up Zambia will strengthen this existing group through the teacher support group and motivational speakers training subcontract. On June 20th 2014, STEP-Up Zambia held a meeting in Mpulungu with local parasocial workers to discuss modalities for identifying and mobilizing teachers to form a teacher support group. The parasocial workers indicated that they would collaborate with the local chapter of the Network of the Zambian People Living with HIV and AIDS (NZP+) to identify teachers living with HIV who would be willing to be members of the proposed group. As a result of that collaboration with NZP+, a total of 11 teachers have been identified in Mpulungu District as strong candidates to form a support group. The STEP-Up provincial advisors will work with the HIV/AIDS advisor to ensure that subcontractor activities in their respective provinces are well-audited and accurate results and data are captured.

Sub-task Area 3.4: Availability of quality health services for MESVTEE staff and students increased

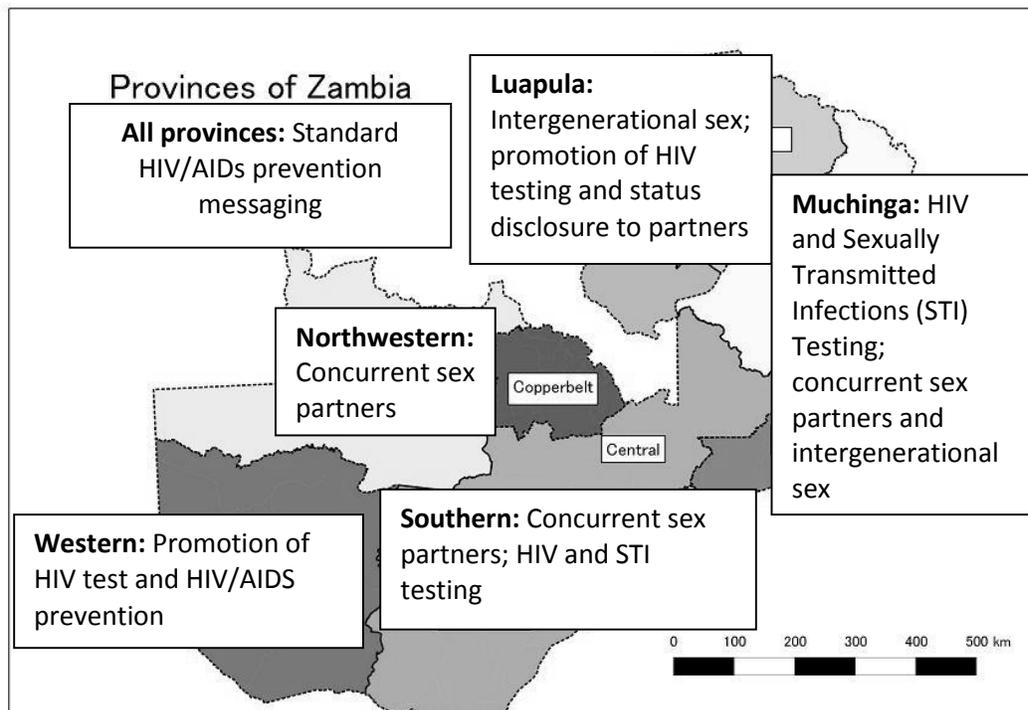
In 2012-2013, the Project implemented health market fairs in 5 provinces. Utilizing best practices and lessons learned from that previous implementation process, the Project is now rolling out the health market fairs in the remaining 5 provinces.

The prevention messaging to be delivered at each health fair is based on the 2009 Knowledge Attitudes and Practices (KAP) survey findings, and uniquely tailored to specific provinces in order to address the issues faced by people living with HIV and AIDS (PLWHA) in each community. The survey findings informed the development of evidence-based messaging, aim at addressing the identified key drivers of the AIDS epidemic in Zambia's education sector include several beliefs and risk behaviors, such as a low perceived risk of becoming infected with HIV; multiple concurrent partnerships amongst staff and their partners; inconsistent condom use based on trusting one's partner; practice of dry sex and cultural barriers to negotiating safer sex; intergenerational sex; lack of regular testing to know one's status and make adjustments in behavior; and the practice of high risk behaviors among HIV positive staff.

There are considerable provincial variations in prominence of the factors above, hence rendering a one-size-fits-all approach ineffective; therefore, it is more appropriate to have an approach which tailors the prevention messaging to specific provincial needs and practices. Subsequently, in an effort to apply the results/findings of the 2009 KAP survey. The project determined the following focus areas;

In Muchinga Province, the focus of the messaging will be on HIV and Sexually Transmitted Infections (STI) testing, concurrent sex and intergenerational sex; Western Province will focus on promoting HIV testing and HIV/ AIDS prevention; North Western Province will focus on

concurrent sex; in Luapula Province, the focus will be on intergenerational sex, promoting HIV testing and HIV status disclosure to partners; and in Southern province, the focus will be on concurrent sex and HIV and STI test. This will be in addition to the standardized HIV and AIDS prevention messaging which is normally provided during HIV and AIDS prevention sessions. This prevention messaging will be provided to individuals, and groups of not more than 25 individuals, at the teacher health market fairs.



Health Market Fair Themes by Province, 2014

The subcontractors are working with the district education structures (including schools) to identify the zones where the fairs will be held, developing the themes for the events and the dates for the fairs. The fairs will be hosted between the 15th of August 2014 and the 14th of September 2014. The subcontracts signed with AATAZ, PCHETT, and CHAMP all bind the subcontractor to be fully responsible for the disposal of waste after each event, and STEP-Up Zambia will follow-up with compliance checks and monitoring around this issue.

Challenges and Recommendations

This quarter, the project was unable to finalize development of a planned HIV education booklet. There were 2 main challenges that affected the development of HIV messaging in the form of a supplemental HIV education booklet:

1. Lack of pre-trip planning – STEP-Up Zambia staff tried on several occasions to engage with the focal person for HIV/AIDS activities for the Curriculum Development Center

(CDC) before they departed Zambia, to finalize planning in order to begin work on the supplemental HIV education booklet's development. Unfortunately, the CDC representative was unable to effectively communicate with STEP-Up Zambia staff and ultimately did not complete their pre-planning activities, such as confirming approval processes, and confirming available resources. Had effective pre-planning occurred, STEP-Up Zambia staff could have secured the approval of the Permanent Secretary to move forward with the activity prior to their arrival and held the planning meeting within the first days of the CDC representative's arrival in Zambia.

2. Improving communication with the CDC – Between June 2013 and March 2014, the CDC focal person for HIV/AIDS activities had provided verbal and written support for the project and implied that there would be no issues moving it forward. It was only during the second week of the short-term visit by members of the American Institute for Research (AIR), a subcontractor of the STEP-Up Zambia project, that STEP-Up Zambia was informed the CDC didn't have resources to allocate to developing and disseminating the HIV booklet, the primary purpose of the AIR trip. The CDC also indicated that they did not see how this activity would enhance the new curriculum under development. Related stakeholders, including UNESCO, who is supporting the revised comprehensive sexual education curriculum, expressed concern that these critical messages and scientific information will now be omitted from the new curriculum. In order to support the Ministry to include these important topics, STEP-Up Zambia assisted the CDC in developing a proposal to submit to external organizations to get the booklet funded.

Due to the MESVTEE's lack of resources to dedicate staff to the development of the proposed HIV booklet and the lack of funding to print the booklet, STEP-Up Zambia supported the CDC in developing a proposal to submit to external organizations to fund the project. The STEP-Up Zambia Chief of Party and CDC HIV/AIDS focal person both agreed with this approach, so STEP-Up Zambia developed working drafts of a project proposal and booklet outline for the CDC to adapt and submit to MESVTEE for exploring external funding. STEP-Up Zambia needs to continue to follow-up with the CDC to regularly check on the status of the proposal. Should funding for the project be secured, STEP-Up Zambia will be able to provide technical assistance in developing the messaging to be included in the booklet, in conjunction with relevant stakeholders such as UNESCO. The booklet could then be piloted with groups of teachers at the health market fairs and revised as necessary before final production and distribution by the Ministry.

It is recommended that there be continued exploration of opportunities to partner with the USAID/Read to Succeed program in the booklet's development. Read to Succeed indicated a strong interest in this partnership, as one of their activities involves working with guidance counselors to strengthen their HIV counseling capabilities, but there is currently an extreme lack of materials suited to this purpose. The proposed HIV booklet would be something very well suited to supporting Read to Succeed's activity with the guidance counselors. There may be an opportunity to formally partner with Read to Succeed on the development of the HIV booklet in the future when both STEP-Up Zambia and Read to Succeed budgets' work planning will allow.

Other recommendations are:

- Reach out to Restless Development to discuss partnership in completing the HIV booklet. Restless Development is a local organization that has developed a number of materials on HIV/AIDS programming and works in teacher's colleges.
- Seek strong local coordination with other PEPFAR-funded projects and service providers in each district to leverage from each other and reach maximum impact and dissemination of healthy lifestyles and prevention practices.
- Continue to provide up-to-date and timely reports to PEPFAR based on their reporting requirements and ad hoc data collection forms.
- Ensure proper records and strong M&E supervision in coordination with local subcontractors is achieved to collect the necessary data for upcoming end-of-fiscal-year reporting for PEPFAR.
- Ensure subcontractors follow all PEPFAR branding and disposal of waste regulations as required by USAID.

Key Features of the Second Rubric

- Attitude: change in attitude makes reference to observations on the importance attached to issue such as completion of tasks, time on task, communication with and inclusion of key stakeholder constellation as well as prioritization of the strategic plan;
- Practice: change in practice makes reference to changes in operational practice at service delivery levels, leadership, management and oversight proficiency;
- Knowledge: Change in knowledge makes reference to the extent to which information is available, what kind of information and the extent to which the information is used for decision making.

TASK 4: Strengthen Decentralization for Improved Learner Performance

As a step towards completing the Ministry's performance management tools to monitor progress in the implementation of strategic plans and strengthen performance management and accountability for results, the Standards Directorate team selected 3 key performance indicators to monitor and reporting on, these are:

1. The number of provinces reporting on the reading levels in relation to reading targets
2. The quality of standards monitoring reports being generated by Ministry standards

officers at all levels

3. The number of provinces with clear reading targets.

Going forward, all the districts and provinces will be responsible for reporting on all 3 indicators to the Director of Standards on a quarterly basis. This important step streamlines the monitoring and evaluation process, brings focus to the information being collected, and better allows the Standards Directorate to access information that is immediately relevant for decision-making. This is one example of the type of systems-level change the Project is promoting.

Key Accomplishments

Last year, STEP-Up Zambia rolled out a rubric to grade the learner performance strategic plans being designed by each district. This quarter, the Project has developed a second rubric to

monitor and evaluate the implementation trajectory of these strategic plans. The Provincial Advisors have been using this second rubric as a tool to open the forum with districts to discuss how the implementation for each strategic plan is progressing. This is a key step in the capacity building process as the MESVTEE strengthens its ability in strategic planning. Critically, there is evidence that the Ministry has taken ownership of this process, since MESVTEE staff have taken leadership in providing feedback and ideas for the implementation of each plan, and there is evidence of an internal reflection by the DEBS on the status of each plan. This process of strategic planning is no longer driven externally, but has become a culture of planning that has been adopted by the Ministry.

There has also been a noticeable knowledge transfer to Ministry officials working on these strategic plans on the district level, as Project Provincial Advisors have observed that these officials' capabilities in strategic planning have improved since the first rubric was rolled out. More importantly, the Ministry officials have taken ownership of these tools, and have started using them as frameworks to guide their own day-to-day activities as well. They have applied the lessons learned through strategic planning to their own work, integrating the questions from the rubric into the planning processes for their own offices.

STEP-Up Zambia has continued to support the decentralized service delivery units at provincial and district levels to work towards strengthening management capacities by focusing on improving planning, supervision and development, and the implementation of programs as a result of using their Learner Performance Improvement Strategies. A management rubric with a number of key measurement factors is implemented in the provinces so that their district educational leadership can appreciate where they are in their learner performance improvement journey, and more importantly, so that they can use the evidence from the measurement to learn and devise strategies that will mitigate against any setbacks. For instance, Northern Province's use of the rubric has identified gaps between the provincial strategic plan and local policies. The strategic plan used to state that the management of homework for learners was weak, and that students were not given enough homework. However, there was little application of the provincial homework policy, and no guidelines or steps outlining how to rectify a weak implementation of the policy. As a result, the provincial office is working on aligning the guidelines recommended in the local homework policy with the suggestions in the implementation plan.

Example Results collected from 2nd Rubric:			
Applied to 8 provinces and 53 districts			
Range of scores: 8 – 32 points, out of a possible 38 points (one indicator being evaluated for each point)			
Lowest scores	Scores: 8 out of 38	Who: Two newly created	Reason: These districts just began the change process.

Example Results collected from 2nd Rubric:			
Applied to 8 provinces and 53 districts			
Range of scores: 8 – 32 points, out of a possible 38 points (one indicator being evaluated for each point)			
		districts in Muchinga	
	Scores: 10 out of 38	Who: Two districts in Muchinga and one district in Central	Reason: These 3 districts started the change journey as far back as late 2012, but have not progressed in the implementation of their strategic plan. Their leadership has failed to communicate the LPIS to immediate stakeholders, such as schools. The leadership has also hesitated to set and communicate clear reading targets in these districts.
Average achievers	Scores: 14-27, out of 38	Who: Districts scoring average scores in their implementation of their strategic plan	Reason: Initial observations indicate these districts have experienced challenges in setting and communicating reading targets, in developing local policies to support the implementation of the LPIS, in changing the monitoring practice so it is more reflective of monitoring learning outcomes in relation to reading targets instead of outputs, using information for decision making and ensuring that the provincial resource center is playing a vital role in the reading reforms.
High performers	Scores: 30-32, out of 38	Who: Mufumbwe and Ikelenge in NorthWestern; Kapiri Mposhi in Central;	Reason: These districts have a proven ability to set and communicate reading targets, demonstrated improvements in monitoring and reporting feedback, have a high availability of reading data from the schools, and have developed and

Example Results collected from 2nd Rubric:			
Applied to 8 provinces and 53 districts			
Range of scores: 8 – 32 points, out of a possible 38 points (one indicator being evaluated for each point)			
		Kaputa in Northern	communicated local policies in line with their strategic plan.

The most important element of this exercise is that the provinces and districts have information on how they are faring in implementing and applying their new metrics of management performance. They can on their own observe their change journey, appreciate the strengths and challenges, and use the information as a source for peer-to-peer learning as well as to enhance leadership and supervision. This information is also of extreme relevance to the Project, especially to Provincial Advisors as it will facilitate structured capacity development support in response to identified gaps.

During the quarter under review, the Project also initiated dialogue with the Director of Planning and Information to support initiatives that were started with the Directorate of Standards and Curriculum. These include the rollout of a robust decentralized performance management package which facilitates accountability for results, reporting on the LPISs, and using the evidence thereof in various decision making processes. On July 10th 2014, the STEP-Up Zambia Decentralization Advisor met with the Director of Planning at the MESVTEE. The Director expressed pleasure with the work of the Project, and is keen for STEP-Up Zambia to be involved in several of the MESVTEE’s own internal strategic planning processes. As a result of the meeting, a number of strategic entry points for collaboration were identified; firstly, the Planning Directorate and the Management Development Division at the Cabinet Office’s, on-going work to develop a strategic plan aimed at bridging the misalignments between the MESVTEE’s Annual Work Plan and Budget (AWPB) and the National Implementation framework. The Director wants STEP-Up Zambia to be on the MESVTEE’s team, offering technical support as the Ministry works with the Cabinet Office to develop this strategic plan and determine necessary monitoring and evaluation tools needed to enhance the performance management process. It is expected that these meetings will occur in September 2014.

Secondly; the Director is working on streamlining the monitoring and reporting process of data from the provincial and district offices to the central office in Lusaka. Because of STEP-Up Zambia’s work with all levels of the MESVTEE, the Director expressed the desire to include STEP-Up Zambia in the strategic planning development process in order to provide the provincial- and district-level context and perspective, and each office’s progress in strategic planning and collecting data. The end goal of this process would be to support the MESVTEE in its goal to streamline reporting tools, in order to construct a clearer and systemic data collection process, and to make sure data indicators are linked up across all levels. Both these internal processes are focused on the same end goal: that the monitoring, evaluation, and reporting procedures at the MESVTEE to be seamless.

While STEP-Up Zambia awaits a formal invitation to be part of this process, the Director will be participating in a follow-up meeting with STEP-Up Zambia in order to be walked through the provincial and district-level learner performance strategies. The aim is to assist the Director to build an additional understanding of what is occurring at the offices at these levels, which will allow for a better understanding of the local context, in order to better generate expectations as well as raise dialogue points with the provinces. By understanding the content of the strategic plans, and how they are being implemented, the Director can have productive dialogues with the provinces, ask the right questions, and ask for information in a more informed way. The expectation is that the information received around strategic plans and literacy targets will be translated to better budgeting and allocation of resources for the MESVTEE. This objective can be more effectively achieved once the Director is better able to understand the priority items to target during each quarter, the best practices working for districts as well as the practices which are not. By participating in future field visits, the Director and other senior staff of the Planning Directorate will benefit from experiential learning and first-hand experience of the implementation of the learner performance strategic plans and how all the pieces fit together with MESVTEE's larger process of planning and budgeting.

STA 4.1: The MESVTEE develops learner performance improvement strategic plans at provincial and district levels

During the last quarter, it became evident that Provincial education teams in all the provinces had fully taken the lead in providing guidance and direction to their DEBs to develop and/or finalize the LPISs, and capacity at the provincial level had been strengthened to the point that the PEO is now able to provide support to the districts upon LPIS management. For instance, under the direction of the PEO, Milenge and Chipili Districts in Luapula Province have developed and submitted their LPISs, while Nsama District in Northern Province has also developed a strategic plan during this period, hence resulting in learner performance improvement strategies in all 9 districts of Northern Province. As the LPISs are being developed and/or finalized for the districts that lag behind, lessons are being drawn from the monitoring exercises that were conducted between January and March 2014 to assess the quality of the strategic plans. In discussions with PEOs, there has been an identified need for clearer articulation of baselines and targets in reading in district strategic plans. STEP-Up Zambia also participated in and supported the final review process¹ of the Eastern Province 2009-2013 strategic plan, which helped to bring out the focus on early grade reading levels as one of the barometers of success. The Project also engaged the Provincial team by highlighting or articulating the benchmarks for a quality strategic plan. This input was well received and the Provincial team acknowledged the need to ensure that the next plan, not only focused on improving examination pass rates, but also on improving early grade reading. This further highlights the need for reading level baselines to be generated through, among other means, the analysis of grade 1 reading assessment data and the setting of reading targets for the early grades.

¹ The report from this final review is still being written, and we will report on its conclusions in the next quarterly report for the STEP-Up Zambia project.

STA 4.2: The MESVTEE implements policies to improve reading at provincial and district levels

The implementation of the Primary Literacy Program (PLP) under the revised curriculum continued, with provincial and district leadership providing oversight to zones and schools to conduct reading assessments and to analyze the data for local use prior to submitting it to the provinces and districts. This change in the use of data – utilizing it for decision making instead of simply collecting data for the purpose of collecting data – is a result of working with STEP-Up Zambia during the LPIS process. The practice of using these strategies as management tools is now being implemented by the Ministry without Project intervention. Previously, Ministry officers in the districts and provinces would collect data and send it to the central office, without integrating it into their own decision-making processes. However, with the encouragement of STEP-Up Zambia, there is now tangible evidence of improved data management and that Ministry officials have embraced the concept of using data to inform decision-making within their own practices. For example, the Ntezhi-tezhi District in Central Province, with the support of the Teacher Unions, developed a local policy on teacher retention. The aim of the policy is to minimize the rate of teacher transfers out of the District because the data analysis suggested that there was high teacher turn over and a lack of staff consistency for the students, as a result of which performance in reading and other subjects was negatively affected. Lusaka Province has gone further to revise their locally developed checklist to include some of the features from the rubric. A detailed status report for sharing with the Director of Standards is under preparation.

The Project also continued to work with the Directorate of Standards and Curriculum in a quest to improve the monitoring and reporting mechanisms and foster a culture of accountability with particular reference to the adoption and use of LPIS's as management tools. Reporting on the basis of the template that was proposed in the last quarter is yet to happen as the Ministry has been focused on the rollout of the new curriculum and the deployment of all relevant trainings and materials surrounding that launch. However, STEP-Up Zambia has continued supporting the development of this internal template for use by the Ministry when conducting its own monitoring and evaluation activities. This work in progress is part of the Standard Directorate's performance management package, and the development of all of these tools, templates, and rubrics is aimed at streamlining the process of transferring data from the district- and provincial-level to the Ministry in Lusaka so that it can make well-informed strategic decisions based upon relevant, grassroots data. Through the collection of feedback from officials in the Standards Department, it was determined that there was a preference for 3-4 key performance indicators that each Province should report on to the Standards Director. The suggested key indicators are the following:

- The number of provinces that are reporting on the reading levels per term in relation to reading targets;
- The quality of standards monitoring reports being generated by standards officers at all levels; and
- The number of provinces with clear reading targets.

Work to develop a comprehensive template around these suggested indicators was unfortunately not completed in the quarter under review. It is work in progress with an anticipation that it shall be rolled out for use at the end of July 2014, in time for the Ministry's 2nd quarter reporting program. Although the rollout and launch of the new curriculum has delayed this process, it is being positively informed by STEP-Up Zambia's model of using data in decision-making. In the meantime, the finalization of the performance management package to support comprehensive reporting on the LPIS's by the provinces and by the Directorate of Standards on its strategic plan continued during the quarter.

STA4.3: Provincial and district level MESVTEE empowered to use data for timely decision making

Provinces and districts have demonstrated the initiative to use assessment data for local decision making. For instance, Mbala District in Northern Province developed and is implementing a program to retrain grade 1 teachers in response to the poor reading levels observed following the week 5, 10 and 13 assessments for grade 1. Similarly in Central Province, District Teams comprising the DEB, DRCC and DESO from 7 out of the 11 districts in the Province were re-trained by the Provincial team and these are expected to rollout the trainings to teachers in their respective zones to improve their skills in teaching literacy. This is an indication of change in practice as a result of the information and knowledge that is available to empower the service delivery levels to be responsive and develop local solutions for local problems.

Challenges and Recommendations

Need to shift the focus from just 1st grade reading to include other primary grades (2-4th grade) to achieve a more balanced approach. As there is so much national focus and policy activity around the rollout of the new curriculum in grade 1, all the other primary grades have been overshadowed, much to their detriment. STEP-Up Zambia was able to note this during Project field visits to North Western, Southern, and Muchinga Provinces during its preparations for the Joint Annual Review, as well as from day-to-day interactions with provincial and district staff. There is a great deal of up-to-date information on grade 1 reading levels, but very little on the other early grades.

However, with relevant tools and trainings, teachers outside of grade 1 should also be able to apply the same principles and concepts around testing and utilizing the resulting assessment data to inform their teaching methods. This issue provides an opportunity to collaborate with RTS, and STEP-Up can play a critical role to ensure that materials developed by RTS are institutionalized in the districts, and assist in the continued learning of teachers in all primary grades to apply the concepts of the new curriculum beyond grade 1.

STEP-Up Zambia recommends continual engagement with provincial and district staff to remind them of the need to have a total focus on early grade reading and not only grade 1. There is an opportunity for Headmasters to implement principles around how testing and collecting

assessment data can inform teaching practices in the classroom. Further teacher training is also recommended.

STA 4.4: Ability of the MESVTEE to communicate with and mobilize internal and external audiences around improved learner performance increased

As part of the Ministry’s new curriculum mobilization campaign, STEP-Up Zambia supported the launch of a number of awareness raising events that were preceded by a 2-day workshop for media outlets across Zambia. The media workshop was held in Kabwe and was coordinated by the Ministry with the support of STEP-Up Zambia, Irish Aid and UNICEF’s education office, with the aim of gaining support for comprehensive and positive messaging and coverage of the campaign. Over 50 media organizations, including more than 40 community radio stations, provincial TV stations and print media were in attendance.

This quarter saw a first wave of 3 simultaneous launches in Eastern, Central, Copperbelt Provinces, with 3 subsequent launches completed in North Western, Western, and Southern Provinces, bringing the total to 6 successful events held during this time period. It was decided that each provincial launch would be a 2-day event, with Day 1 building on the Kabwe media workshop to ensure that the participants from all the districts in the province were clear on why the curriculum was revised; the history of education reform in Zambia; how to address concerns about this ‘new’ approach by responding to issues raised by parents and the media; and what it all means for promoting reading, and measuring and improving learner performance in the early grades. Day 2 was about external communication with the community at large, to be done via public launches where the importance of the revised curriculum and early grade reading to improve test scores and literacy rates would be promoted. These events were to be held on school grounds with pupils being front and center within the programme. All the 5 provinces reported good attendance on both days, with Day 1 numbers ranging from 40 to over 100 participants, depending on the number of people invited per district.

By all reports, the launches were well received. The Day 1 presentations, particularly those by the UNZA lecturer, received very positive feedback and numerous participants commented that they wished they had had earlier access to information that helped them better understand the context of the evidence-based approach as well as Zambia’s curriculum revision history. Day 2 attendees comprised a spectrum of community members including business people, representatives from religious organizations, parents and traditional leaders. In North Western Province, Chief Mumena recognized the work of STEP-Up Zambia and advised provincial and district officials to work closely with the Royal Establishments to strengthen the education systems and to localize the launch of *Let’s Read Zambia* campaigns at a village level. The Assistant Permanent Secretary’s speech, read by Provincial Education Officer Mrs J. Malama, challenged parents to take passionate interest in their children’s education. “*We would like to see parents finding time to read to their children,*” she said. “*They should ensure there are books in their homes for the children. We would like*

*“We need this program
more than ever
before.”*

Chief Mumena, Western
Province

parents to get interested in school affairs and hold the school administration and their teachers accountable for the work they do.” This encouragement was very welcome, as parents are integral to the reading campaign’s goals going forward, particularly the promotion of at least 20 minutes spent reading with their children each day.

Another integral partner of the *Let’s Read Zambia* campaign is the private sector and to this end, the business community was invited to attend each of the launch events. Kansanshi Mine, which is part of First Quantum Minerals Ltd, one of the largest mining companies in Zambia, attended the launch in North Western Province, as did the local business house Legacy Wide Trade, which went on to donate building materials to the Bera Community School in Solwezi District. It is hoped that there will be more of such acts of support going forward.

Lessons Learned

- While **private sector participation** is essential to the success of the national reading campaign, its involvement in the launch events during this quarter was limited, with the exception of the example given above. In Chipata, there was a row of empty seats under the VIP tent, all reserved for companies who failed to attend the event. Therefore, it was decided that invitations to upcoming launches should have a personal touch and be followed up with more than a letter. It was also agreed that at this stage, the invitation should not seek financial or in-kind support, but should rather focus on raising an awareness of the importance of early reading for students, schools and communities; of how literacy rates can ultimately affect the quality of the workforce where they operate; and of the potential role(s) local businesses can play in supporting early grade reading.
- **Venue selection** is critical. While it is important to strike a balance by holding events outside city centres so as to include ‘communities’, one has to factor in convenience for the invitees and how that may affect attendance, as witnessed at the Copperbelt Province launch.
- **Media coverage** of the launches was good, both by local media (radio and TV) and ZANIS. In Solwezi, STEP-Up Zambia worked with North Western TV to edit the ZANIS documentary to remove footage that had caused confusion elsewhere. Going forward, EBS needs to complement the coverage of these events, and for all the material recorded—audio, video, photo—copies need to be made for the Ministry and for STEP-Up Zambia so it can be packaged and showcased at these high profile events.
- **Pupil-centered events are very powerful in sharing campaign messages.** Nothing speaks louder about the impact of children reading in local languages and English than a public demonstration where a classroom setting has been recreated. Students sang songs, read poems, and acted in skits. Drama performances proved very effective in demonstrating how miscommunication and even ‘scheming’ can result if one is unable to read (see success story in Annex A). One of the best examples of a pupil-centered event was one held in Chipata, where Ethel Hatuleke, a grade 4 student at Mpezeni Primary School, acted as an ambassador of sorts. A native Chitonga speaker who only recently moved to Eastern Province, she flawlessly read in both Chinyanja and English, thereby

addressing the concern that displaced pupils will be at a serious disadvantage with local language instruction.

- **Day 1** events were well received, but as the original plan was to have them aimed at Ministry administrators, there was not a lot of ground-truthing from those with hands-on experience of the revised curriculum introduction process. It was therefore decided that for future launches, invitations to Day 1 events would include select teachers and parents to provide this much-needed perspective. Also, while the Day 1 presentations were well received, it is vital to keep track of time and request the presenters to reduce the duration of their presentations in future.
- While **Day 2 attendance** was impressive visually—huge crowds on a school ground—but the Assistant Permanent Secretary made a good point. When he asked for a show of hands from those not attached to the school or the Ministry, only a few went up. By doing so, he showed the need to have better community participation, especially from parents and the private sector. He thus expressed the hope that future launches would have a wider range of representation, as the national reading campaign requires everyone to play a role.

Challenges and Opportunities

Collaboration with other USAID education projects and other partners (Room to Read, USAID, Irish Aid) was good during the planning stages and at the launch events, but more must be done to tap comparative advantages and to ensure the *Let's Read Zambia* campaign is not viewed as only a STEP-Up Zambia effort. While the Ministry has recognized our contribution in rolling out the launches, the Project needs to be wary of such perceptions and thus always have the Ministry in the lead. At the same time, the Project needs to continue to meet with partners and identify areas for collaboration in support of the campaign. For upcoming launches, this could include partner tents where their reading materials and other work is featured, and Literacy Month in September where there should be a number of opportunities to push, together with our partners, the messages and partnerships at the heart of Zambia's national reading campaign.

TASK 5: Engage Zambian Institutions of Higher Education in the MESVTEE Policy Research and Analysis

MESVTEE and ZAMISE conduct a study and produce a policy brief on literacy development among children with reading difficulties: The Zambia Institute for Special Education (ZAMISE), an in-service college mandated to train teachers in educating learners with special needs, conducted an applied research project on the challenges faced by struggling readers in both their school and home environments. The study pre-supposed an on-going concern around the uneven methods of assessment of children by the class teacher, school administrators, parents and guardians, including the ways the pupils see themselves supporting each other. This study was therefore focused on equity in learning and documents the system support required by children in the early grades for the purpose of evoking policy action around their learning challenges. The study contextualizes struggling readers as children in regular schools whose reading levels do not meet the required standard within the Zambian education curriculum.

Some of the key findings from this analysis are contained in the policy briefs developed in coordination with UNZA and ZAMISE.

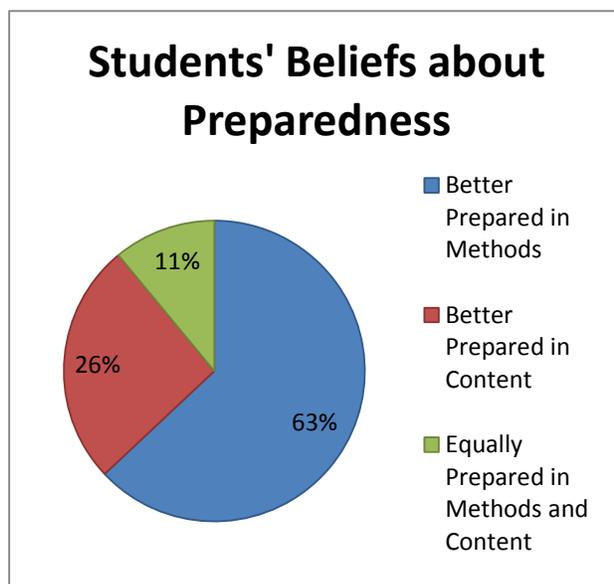
Key Accomplishments

Under Task 5, STEP-Up Zambia works with the MESVTEE and its education partners to prioritize research for improved education delivery. STEP-Up Zambia is assisting the MESVTEE to develop a research practice by engaging provincial and district education officers to work with institutions of higher learning to conduct research into education challenges for the purpose of developing responsive policies.

STA 5.1: Collaboration between MESVTEE and higher education institutions in developing and implementing a research agenda related to learner performance increased

Conduct applied research projects with University of Zambia (UNZA) and Zambia Institute for Special Education (ZAMISE)

As reported in the last quarter, the UNZA Study is an applied policy research study conducted on teacher training (how they are trained, the content of literacy courses, existing policies, remedial measures to support student teachers etc.) in colleges of education to teach literacy. STEP-Up Zambia, through its Provincial Advisors, and the University of Zambia collected data from student teachers, language and literacy lecturers, and college administrators in 9 colleges across the country. Data was collected using self-administered questionnaires and the participants included a total of 12 administrators, 29 lecturers, and 729 students.



During this quarter, a total of twelve 12 interns/students from the UNZA School of Education worked with university faculty in analyzing the data collected, with support from MESVTEE, STEP-Up Zambia, and the University of Minnesota staff. The analysis was conducted in a 2-stage process. The first round took place in early April 2014, from which a draft policy brief was developed. A combined review of this brief and its dissemination to other Master's degree students and additional faculty not involved in the study was hosted in late May 2014. A key outcome of this combined review and dissemination strategy was increased group and peer learning of how collective learning efforts can have multiple and sometime

unintended benefits for everyone. This was evidenced by the scope and depth of ensuing discussions on the relevance of the research methodology and findings to on-going study activities in the Master's program at UNZA.

A key highlight from this study is that the recent change in the language of instruction policy for early grades from English to a familiar local language demands that student teachers receive high-quality instruction, especially in literacy. Student teachers interviewed during the study cited varied levels of satisfaction and confidence in the preparation they received to teach in a local language. Sixty three percent of those interviewed suggested that they felt better prepared with regards to teaching methods as opposed to content areas, while 75% believed that they received more preparation to teach English than a Zambian language.

In addition, the perception of literacy among the majority of student teachers was largely focused around the ability to read and write while excluding vital components such as gaining communication and interpretation skills. Among the opportunities identified to address these challenges and build a reading culture among students were the use of existing avenues such as teacher group meetings, district resource centers, and teaching practice to improve collaborations between policy makers, curriculum developers, and the colleges and primary schools where student teachers end up.

STEP-Up Zambia will conduct seven provincial dissemination meetings on this policy study across the country. Guests invited to each dissemination meeting will be college representatives, members of the provincial education office team, and members of the DEBS office from the specific district and province where the meeting is being held. At each event, ZAMISE and UNZA faculty will present the conclusions of the policy brief, focusing upon province-specific findings, in order to ignite dialogue and help sustain the urgency for discussion on these policy issues between colleges and the broader education system that supports learners in Zambian schools, including district boards, school zones and MESVTEE headquarters.

ZAMISE Study: This study, titled “*Literacy development for children with reading difficulties*” and carried out in Lusaka Province, set out to establish how students with reading difficulties in grades 1-4 are being supported within the education system, what strategies or curriculum efforts are being used to help them, how teaching time is allocated to support them, and if there are certain policy needs that will better help such children. Key findings from the study are clustered around 4 themes:

- 1) The use of familiar local language as a medium of instruction;
- 2) The teaching of literacy in schools;
- 3) Teaching and learning materials; and
- 4) Home life and its effects.

The current ways in which the education system supports learners who struggle with reading in the classroom demands that learners receive targeted support for their literacy development. The findings around the use of familiar local languages as the medium of instruction in school show that children in schools where the medium of instruction is not their mother tongue require additional support to catch up with those whose local language is the same one spoken in the school. In addition, there is a lack of local language teaching materials available in the schools

investigated during the study, and teachers cited varying competence levels and levels of comfort to teach in a local language. The teachers also cited overcrowding in classrooms and a lack of awareness about better teaching methodologies as additional challenges they face with regards to helping struggling readers in the classroom.

Other findings regarding the teaching of literacy in schools revealed that time was an important and valuable asset to both the teacher and learner; the availability and utilization of local teaching and learning materials is poor; while budgeting and procurement of reading materials is not systematic, generally due to the non-alignment of planning and implementation strategies. The findings around a learner's home life and its effects on reading difficulties further revealed that children have a limited time to read with parents at home, despite their desire for more. The study in Lusaka Province concluded that 69% of parents spend less than half an hour reading with their children at home. The pupils interviewed during the study suggested a number of strategies they believe would help them improve their reading skills, including dedicated reading time by parents, homework supervision and support by adults, as well as a calm disposition shown by adults when correcting them.

A presentation of the study was made in Lusaka Province last week, and targeted provincial and district staff, including selected Zonal In-service Coordinators (ZICS), resource centers and schools. This is in part to honor the contributions of these staff in facilitating and designing the study, while fostering their continued engagement in eliciting policy action on the study recommendations. STEP-Up Zambia also intends to host a high-level policy roundtable later in the year at which time this study will be shared with the broader education community.

Policy Integration of Studies with Charles Lwanga College of Education (CLCE): Anecdotal evidence gathered from conversations with District Education Board (DEB) authorities in Livingstone indicates that the District has independently developed a homework policy as a direct result of the lessons learnt from the CLCE studies conducted by STEP-Up Zambia in 2013. In Kazungula District, Mukuni Primary and Secondary schools have also developed a homework policy as a result of the CLCE studies, even without the guidance of their District office. Namwala District is still piloting the school homework policy for the standardization of guidelines, while Monze District is piloting the internal monitoring policy in 10 schools in order to promote increased efficiency in monitoring practices. These 2 pilot studies are expected to end in July 2014 when a comprehensive report will be submitted to the Southern Province PEO for action.

Activity	Action taken/Status	Follow-up/Next steps
- UNZA study on the preparation of teachers to teach literacy	- Draft Policy brief completed - Provincial disseminations planned 21 st July – 1 st August	- Awaiting COR clearance - PA's currently working on dissemination plans

Activity	Action taken/Status	Follow-up/Next steps
- ZAMISE study on literacy development among children with reading difficulties	- Policy brief completed - Provincial disseminations planned 21 st July – 1 st August	- Awaiting print of brief following COR clearance
- Participation in Association for Education Assessment conference 10-14 th August, Livingstone	- ZAMISE paper accepted for presentation by Examinations council of Zambia (secretariat/organizers)	- Preparations to facilitate participation by ZAMISE, Step-Up Zambia and University of Minnesota
- Policy roundtable meeting on studies conducted by Step-Up Zambia	- Letter to MESVTEE requesting confirmation of date sent 11 th June – no response to date - Working on draft agenda with lead facilitator from University of Minnesota - Invitation letters to be drafted and sent out; venue to be secured	- Formal response awaited from MESVTEE

MANAGEMENT, MONITORING, AND EVALUATION

Provincial Advisors Monitoring and Evaluation Training: STEP-Up Zambia held a training workshop on Monitoring and Evaluation for Provincial Advisors which was facilitated by task managers on data management from May 28th -30th 2014 at Fringilla Estate in Lusaka.

The Provincial Advisors’ and Technical Managers’ workshop main objectives were to:

- Model staff on data management and project reporting requirements according to the project monitoring and evaluation monitoring plan (PMEP)
- Review reporting requirements for STEP-Up Zambia and discuss reporting responsibilities
- Review the work plan for the year and tie it to the provincial budgets

The training highlighted the role of Provincial Advisors in the report writing process and their contribution to data management procedures. During the introduction of the training objective, the facilitators highlighted the importance of STEP-Up Zambia project reporting and the roles played by Project staff in the process. They also stressed that Provincial Advisors are the

custodians of information and hence their involvement in reporting and data management was critical.

Activities/Outcomes: The Monitoring and Evaluation reporting training is another mechanism STEP-Up Zambia is using to catch up with the plan to implement the process and improve reporting through the collection and submission of data from school, zonal, district and provincial levels. The expected outcome is to improve report writing, data collection procedures, project planning, finance management and reporting deadlines.

Closing: At the end of the training, Provincial Advisors were advised to use the standards operation procedures guidelines and to stick to the reporting deadlines indicated therein. The participants were also asked write a workshop evaluation report to rate the workshop content, facilitation, accommodation and logistics, which will be used to improve future training sessions.

Workshop feedback from participants

- *The workshop has developed my skills in report writing and understanding of all task areas*
- *Training was useful and informative*
- *Conducive environment and very informative training*
- *Good venue and the training met my objective to some extent*

PROJECT GOALS FOR NEXT QUARTER

Task 1:

- Provide DMCs with a set of guidelines and specific exercises to track learner performance at the district level for the end of term 2 and beginning of term 3.
- Support MESVTEE in development of roadmaps to produce a local EMIS (District Management Tool) that informs and serves the needs of the 40 targeted districts.
- Provide further guidance and support to the Directorate of Planning during their annual work plan meetings. The goal is to link the districts LPIS to their budgeting process and allocation of resources (i.e. teachers, textbooks) for the long-term.
- Provide technical assistance and test an Excel-based tool to track school data on learner performance at the district level.

Task 2:

- Continue tracking equity indicators at the provincial and district levels to gather evidence on the challenges from an equity perspective.
- Provide support to Task 3 in its health market fairs and other activities with respect to the number of male and female participants in each activity.

Task 3:

- Implement 42 Health market fairs in 5 provinces: Southern, North Western, Western, Luapula, and Muchinga.
- Train 500 parasocial workers in 6 provinces: Copperbelt, Southern, North Western, Western, Luapula, and Muchinga.
- Form 20 teacher support groups and cultivate 20 teacher motivational speakers – 2 of each in each of the 10 provinces.
- Prepare and review data collected during the health fairs, parasocial trainings and teacher support groups for PEPFAR reports due in October 2014.

Task 4a:

- Finalize the status report for the monitoring of the LPISs at provincial and district level and submit to the Director of Standards. Provide support for the development of a strong communication message and directives as part of the overall performance management system for the Directorate.
- Work with the Standards Directorate to finalize the reporting templates for roll out.
- Support provinces and districts as well as the national level in the planning and budgeting process for 2015 in order to ensure that, as far as possible, the work plans and budgets for the coming year are an attempt to operationalize the strategic plans.
- Continue to support provinces and districts to monitor the implementation of their plans and generate information for learning and sharing.

- Document the summary of challenges encountered thus far in relation to implementing Task 4.
- Work towards closer linkages between the strategic plans for each district and the national annual work plan analysis and budget. These processes should inform each other.

Task 4b

- Support the final four provincial launches in Luapula, Northern, Muchinga and Lusaka Provinces building on the lessons learned from the initial 6 launches.
- Coordinate the procurement of communications firms to help the Project's work with the 3-year mobilization campaign message, strategy and planning.
- Follow-up with private sector involvement at the provincial level based on the impetus created after the provincial launches.
- Continue building the momentum of the mobilization campaign in each province through the upcoming Literacy Month events in September in close coordination with Room to Read and other cooperating partners.

Task 5:

- Hold provincial dissemination meetings on policy studies on literacy development for children with reading difficulties done by ZAMISE and on the preparation of teachers to teach literacy done by UNZA.
- Policy engagement with decision makers on study policy action.
- Preparation for national policy roundtable on STEP-Up Zambia supported applied research studies for system reform – August 2014.
- Preparations for the 32nd Association for Education Assessment Conference (AEAA) – August 2014

ANNEX A: SUCCESS STORY: SOUTHERN PROVINCE

Highlighting the Importance of Reading through Comedy – how one community in Choma laughed and learned about the importance of knowing how to read!



Tiyeseko Theatre Group performing at a launch in Choma

Thursday the 26th of June 2014 was another bright and sunny day in Choma, a bustling market town in the Southern Province of Zambia. Located on the main road and railway from Zambia's capital city, Lusaka, and Livingstone, home of the Victoria Falls - one of the 7 wonders of the world, Choma serves as a commercial hub for the central region of the Province and has a population of approximately 40,000 people. Having been designated as the new headquarters of a district with the same name in 2012, Choma has seen a recent boost in its economic and social profile due to the migration of government ministries as well as commercial service providers to the area.

On this particular day, however, there was more bustle and excitement in the air than usual. Huge crowds of school-goers and community onlookers gathered on the sports field of Choma's Adastra Primary School to participate in the activities of Day 2 of the launch event for the new national curriculum and *Let's Read Zambia* campaign. With the focus of the previous day's more formal activities being on ensuring that Ministry officials and their partners were on the same page, today's events were aimed not just at sensitizing the public on the revised curriculum and the importance of early grade reading, but on helping to create a culture of appreciation and excitement within the local communities on the importance of reading in general.

Enter Tiyeseke Theatre Group, a vibrant and creative collective of local performers who walk onto the field and take their positions. They are about to perform an original skit written for this particular event and the crowd is almost hushed as they eagerly wait for the show to begin. Story-telling through theatre and dance are powerful and common methods of sharing and communication in African culture, and Zambian performers are particularly well-known for their slapstick comedic skills. A soft murmur of whispers and giggles, often punctuated by delighted peals of laughter by members of the audience, are a common soundtrack to such performances, adding to the festive buzz in the air.

At last the show starts, and bit by bit, the story unfolds. A married man leaves Choma in search of a job in Kafue, another town 240 km away. He leaves behind a wife and school-going son and neither his wife nor their son know how to read. As time goes on and the man's work in Kabwe progresses, he is told that he needs to travel to work in Livingstone. He writes a letter to his wife to let her know the news. Because she cannot read, she asks Mr. Nyambe, an unscrupulous neighbour, to read it to her. As Mr. Nyambe pretends to read the letter, he makes up his own story and tells her that her husband has written to say he has divorced her because she is not tidy and that he has since remarried a very neat and caring young lady. The wife is shocked! Still, she decides not to accept Mr. Nyambe's interpretation and so requests that her son tries to read the letter using the little reading skills that he has. The son makes a good effort to read the letter and manages to make out the true message his father was sending. However, his mother decides that she will not believe him because he was only explaining what was in the letter and not reading it



School children gather around one of the performers

word for word.

Grief-stricken and visibly upset, still believing that she has been divorced, the wife prepares to move to her parents' home when her husband suddenly appears. Much to his surprise, he finds that the meat he had requested her to cook for his trip to Livingstone has not been prepared. Finally, on hearing about all the confusion, the husband and a friendly neighbor who is attending adult literacy classes at a local school, help to reveal the true contents of the letter to the man's

wife – much to the relief of the by now enthralled

audience!

The skit concludes with a speech on the importance of knowing how to read and that the moral of the story with regards to their son is that learning to read in a familiar language is necessary so that children's reading skills will not be doubted by their families. The story also goes to show that even in old age, it is never too late to go to school!

The success and impact of these types of cultural events cannot be overestimated, as the creative and localized storylines developed by the performers not only demonstrates a deep understanding of what is trying to be achieved by promoting improved literacy in the country, but the personalized and culturally accessible nature of such methods of communicating allows communities to better understand the day-to-day impact that knowing or not knowing how to read can have on their lives. This not only helps to foster community participation and ownership of the process, but also helps to counter the initial resistance people had to children being taught to read in local languages.

ANNEX B: Status of M&E Indicators – ADD LOP ACTUALS.

STEP-UP ZAMBIA PROJECTED RESULTS THROUGH SEPTEMBER 30, 2013										
No.	Indicator	Fiscal Year 1:1 Oct 2011 – 30 Sept 2012		Fiscal Year 2:1 Oct 2012 – 30 Sept 2013		Fiscal Year 3 1 Oct 2013-30 Sept 2014		Life of Project	Life of Project Actual	Comments
		Target	Actual*	Target	Actual*	Target	Actual	Target		
1*	Increase of 15% in learning achievement in reading at grade 5 by 2017	N/A	35.3%	N/A	--	-	-	40.56%		Impact measure indicator – End of project evaluation results
2	Number of laws, policies, regulations, or guidelines developed by MESVTEE to improve equitable access to or quality of education services	5	4	40	56	20	10	75	70	Circulars written to the districts to form data management committees, guidelines on the launch of “Lets Read Zambia Campaign) and assessment data submission guidelines
3	Number of MESVTEE management units that have reading tracking system	2	0	20	TBD	20	33	60	33	33 Districts participated in week 5, 10 and 13 using the new curriculum guideline to track reading levels of grade 1 in 7 provinces. This information was collected through a quick assessment done by STEP-Up.
4	Number of MESVTEE management units that use reading tracking tools to develop and disseminate reading improvement plans	0	0	46	92 National :1 Prove :10 Dist.: 81	20	16	86		16 additional districts finalized their strategic plans during this quarter and are using them to disseminate reading improvement plans.

STEP-UP ZAMBIA PROJECTED RESULTS THROUGH SEPTEMBER 30, 2013										
No.	Indicator	Fiscal Year 1:1 Oct 2011 – 30 Sept 2012		Fiscal Year 2:1 Oct 2012 – 30 Sept 2013		Fiscal Year 3 1 Oct 2013-30Sept 2014		Life of Project	Life of Project Actual	Comments
		Target	Actual*	Target	Actual*	Target	Actual	Target		
5	Number of policies developed by MESVTEE as a result of project-supported higher education research activities	0	0	1	2	2	0		2	Currently, holding dissemination meetings for UNZA and ZAMISE studies. MESVTEE will document any possible outcome for possible policies from the findings and recommendation
6	Number of education research internships completed	0	0	12	28	18	12 (9 F, 3M)	50	40	Interns from the UNZA School of Education, worked with university faculty in analyzing the data collected
7	Number of target population reached with individual and/or small group-level preventative interventions that are based on evidence and/or meet the minimum standards	0	0	25,000	84,453 (M: 39576 F:44,877)	20,000	0	60,000	84,453 (M:39576 F:44,877)	Field activities to start in Q4 and fresh data will be reported during next quarter
8	Number of individuals who have received Testing and Counseling (T&C) services and received their test results (PEP)	0	237	25,000	23,346 M: 10,968 F: 12,968	10,000	0	50,000	23,583	Activity just started; data will be reported next quarter, including expenditure broken down by province and per beneficiary.

STEP-UP ZAMBIA PROJECTED RESULTS THROUGH SEPTEMBER 30, 2013										
No.	Indicator	Fiscal Year 1:1 Oct 2011 – 30 Sept 2012		Fiscal Year 2:1 Oct 2012 – 30 Sept 2013		Fiscal Year 3 1 Oct 2013-30Sept 2014		Life of Project	Life of Project Actual	Comments
		Target	Actual*	Target	Actual*	Target	Actual	Target		
9	Number of community health and para-social workers who successfully completed a pre-service training program	0	0	1,000	1,006 (M:454 F:552)	500	0	1,750	1,006 (M:454 F:552)	Activity just started data will be reported next quarter
10	Number of eligible adults and children provided with a minimum of one care service	0	0	5,000	5014 M:2344 F:2670	1,000	0	7,000	5014 (M:2344 F:2670)	Activity just started data will be reported next quarter
11	Number of education officials or administrators and officials successfully trained with US government supported	200	425	774	2,630 (M:1891, F:739)	350	50 (M:19, F:31)	2,081	3,105	STEP-Up trained 261 individuals however only the 50 meet the USAID outlined guideline to be reported this quarter. 44 individuals attended the strategic planning revision meeting for 3 days in Chipata, 70 individuals attended a one day training for DMC management in Western province ,41 individuals attended a one day Lets read Zambia campaign sensitization meeting and 106 attended various trainings last quarter

STEP-UP ZAMBIA PROJECTED RESULTS THROUGH SEPTEMBER 30, 2013										
No.	Indicator	Fiscal Year 1:1 Oct 2011 – 30 Sept 2012		Fiscal Year 2:1 Oct 2012 – 30 Sept 2013		Fiscal Year 3 1 Oct 2013-30Sept 2014		Life of Project	Life of Project Actual	Comments
		Target	Actual*	Target	Actual*	Target	Actual	Target		
12	Number of districts tracking resource allocation for equitable access to education	0	0	0	0	40	2	75	2	2 districts reported tracking resources during 2013-2014 budgeting period towards equitable access to education
13	Number of districts that have reallocated resources in support of equity	0	0	0	1	51	0	51	1	No district reported resource allocation toward equity even though 2 districts indicated tracking resource allocation toward equitable access. (tools to be included in LEMIS system to help ministry track resource allocation)
14	Number of PPPs1 that have made commitments to support education improvement programs	0	0	0	0	10	2	10	2	Legacy wide trade donated building material to Bera Community School of Solwezi District. This was a clear demonstration of private sector willingness to support educational programmes in North Western province.
15	Number of districts generating and disseminating quarterly reports from LEMIS to stakeholders.	0	0	0	0	40	0	40	0	Awaiting LEMIS software development and installation

STEP-UP ZAMBIA PROJECTED RESULTS THROUGH SEPTEMBER 30, 2013										
No.	Indicator	Fiscal Year 1:1 Oct 2011 – 30 Sept 2012		Fiscal Year 2:1 Oct 2012 – 30 Sept 2013		Fiscal Year 3 1 Oct 2013-30 Sept 2014		Life of Project	Life of Project Actual	Comments
		Target	Actual*	Target	Actual*	Target	Actual	Target		
16	Number of districts and provinces with a DMC whose DMC meets at least quarterly to review and analyze data	0	0	0	0	51	37	41	37	1 provincial and 36 District Data management committees were formed and 19 held at least one meeting in the last quarter (except for Copperbelt)
17	Number of guidelines, policies , advisory memos generated as a result of LEMIS data analyses conducted by DMCs	0	0	0	0	51	0	51	0	Awaiting LEMIS software development and installation
18	Number of district / province strategic plans that have rated higher in quality based on the LPIS scoring rubric.	0	0	0	0	103	53	103	53	53 districts scored higher in quality based scoring rubric with the average of 2 and above.

ANNEX C: Active Data Management Committees

#	DATA MANAGEMENT COMMITTEES FORMED				
	LEMIS Districts	DMC Formed	Date formed	Number of Members	Number of meetings held during the quarter
1	NORTHERN	In Progress			
2	Mbala	Yes	19/05/2014	8	1
3	Mpulungu	Yes	14/05/2014	8	2
4	Kasama	Yes	1/4/2014	6	2
5	Luwingu	Yes	13/09/2014	13	2
6	LUAPULA	In Progress			
7	Mansa	Yes	25/04/2014	9	1
8	Kawambwa	Yes	5/1/2014	8	1
9	Samfya	Yes	11/1/2013	8	0
10	Mwense	In Progress			
11	N/WESTERN	No			
12	Kasempa	Yes	15/04/2014	5	3
13	Mufumbwe	Yes	14/04/2014	5	3
14	Mwinilunga	Yes	18/04/2014	5	3
15	Ikelenge	Yes	17/04/2014	5	3

#	DATA MANAGEMENT COMMITTEES FORMED				
	LEMIS Districts	DMC Formed	Date formed	Number of Members	Number of meetings held during the quarter
16	Manyinga	Yes	20/04/2014	5	3
18	COPPERBELT				
19	Ndola				
20	Chililabombwe				
21	Lufwanyama				
22	Mufulira				
23	CENTRAL	No			
24	Kabwe	Yes	1/4/2014	10	0
25	Mkushi	Yes	13/05/2014	10	0
26	Mumbwa	Yes	13/05/2014	8	0
27	Serenje	Yes	13/05/2014	12	0
28	EASTERN	No			
29	Chipata	Yes		10	
30	Mambwe	Yes		10	
31	Chadiza	Yes		10	
32	Petauke	Yes		10	
33	LUSAKA	No			
34	Chongwe	Yes	18/04/2014	6	1
35	Kafue	Yes	18/04/2014	8	1
36	Luangwa	Yes	18/04/2014	6	1
37	Lusaka	Yes	18/04/2014	7	0
38	WESTERN	Yes	10/4/2014	13	2
39	Lukulu	Yes	25/04/2014	10	1
40	Shangombo	Yes	18/04/2014	9	1
41	Mongu	Yes	15/05/2014	9	
42	Senanga	Yes	16/04/2014	9	1
43	SOUTHERN	In Progress			
44	Mazabuka	Yes	6/1/2014	8	0
45	Kazungula	Yes	6/1/2014	10	0
46	Namwala	Yes	6/1/2014	7	0
47	Choma	Yes	6/1/2014	7	2
48	MUCHINGA	In Progress		8	0
49	Chinsali	Yes	2/9/2013	8	0

#	DATA MANAGEMENT COMMITTEES FORMED				
	LEMIS Districts	DMC Formed	Date formed	Number of Members	Number of meetings held during the quarter
50	Mpika	Yes	2/9/2013	8	0
51	Nakonde	Yes	2/9/2013	8	0
52	Chama	Yes	2/9/2013	8	0