

# Scottish Government Zambia Development Programme

## End of Year 1 Report

<b>1. General Project Information</b>			
1.1	<b>Project Reference Number:</b>	ZAM2	
1.2	<b>Name of Organisation:</b>	The Open University	
1.3	<b>Lead Partner(s):</b>	The Open University (OU) (World Vision Zambia (WVZ) – implementing partner)	
1.4	<b>Project Title:</b>	Zambian Education School based Training (ZEST)	
1.5	<b>Reporting Period:</b>	<b>From:</b> 01/10/2017 <b>To:</b> 31/03/2018	
1.6	<b>Reporting Year:</b>	Year 1, 2017/18	
1.7	<b>Project Start date</b>	01/10/2017	
1.8	<b>Project End date</b>	31/03/2022	
1.9	<b>Total Project Budget*</b>	£1,284,525	
1.10	<b>Total Funding from IDF*</b>	£1,284,525	
1.11	Have you made any changes to your logframe? If so please outline proposed changes in the table below. Please note all changes require Scottish Government approval. If changes have already been approved please indicate this in the table.		
<b>Outcome/Output</b>	<b>Proposed /Agreed Change</b>	<b>Reason for Change</b>	<b>Date Approved and by whom</b>
Outcome indicator 2: % of participating schools implementing the school based professional development programme, recording an increase in collaborative work	Outcome indicator 2: % of participating schools implementing the school based professional development programme, recording an increase in collaborative work amongst teachers (above the baseline)	This is a simple clarification. The meaning is clear when drawing on the logframe notes, however it would help in communicating about the project if the meaning of the indicator itself is clear.	Approved 06/08/2018 by [REDACTED]
Output indicator 1.4: % of participating	Output indicator 1.4: % of participating teachers recording	Baseline data demonstrates a poor correlation	Approved 06/08/2018 by [REDACTED]

<p>teachers reporting increased confidence in collaborative classroom practices</p>	<p>use of collaborative classroom practices.</p>	<p>between reported confidence and observed use of practices. The study shows relatively high numbers of teachers reporting confidence in using active teaching approaches, but this was not then demonstrated in the lesson observation data (which shows less than 12% of time is spent on active participation in collaborative classroom approaches). We therefore suggest a revised indicator, which captures recorded instances of teachers using collaborative classroom practice.</p>	
<p>1.12</p>	<p><b>Supporting Documentation</b> Check box to confirm key documents have been submitted with this report</p>	<p><b>Up to date Logical Framework, which reflects any changes detailed above.</b></p>	<p>X</p>
		<p><b>Up to Date Budget Spreadsheet</b></p>	<p>X</p>
		<p><b>Case Study</b></p>	<p>X</p>
<p><b>Report Author:</b>  [REDACTED]</p>		<p><b>Signature:</b>  [REDACTED]</p>	

<p><b>2. Progress and Results</b></p>	
<p>2.1</p>	<p>Please give an update on the progress your project has made during the reporting period. Please use this space to update us on what has gone well</p>

and any challenges you have experienced, detailing how you have overcome these. (Max 500 words)

From October 2017 to March 2018 the ZEST project was successfully initiated with partners and stakeholders at key Ministry of General Education (MoGE) levels -- headquarters, province, district, zone and school. Consultations agreed the project logframe; the selection of target districts; the financial parameters for implementing activities; an MoGE ZEST focal person to liaise on project implementation, communication and monitoring; and how the project will work. The Permanent Secretary for Education and the Director for Teacher Education and Specialised Services (TESS), have endorsed the project as a key initiative that will work at an integrated level within the public education system.

The aim of the project is to strengthen existing systems, working within SPRINT (School Programme of In-service for the Term), which is the Ministry's framework for School Based Continuing Professional Development (SBCPD)<sup>1</sup>, by co-designing and implementing a progressive 3-part programme of training and content which schools use over 3-terms to enhance Lesson Study, the Ministry's chosen approach to improving teaching practice<sup>1</sup>. This has required establishing approaches that integrate well, enhance Lesson Study, and can work at a scalable and sustainable level.

Meetings with the Deputy Director for TESS and provincial and district officials in Kabwe and Chibombo, Central Province, selected the target districts of Chisamba for the years 1-3 co-design phase, and Shibuyunji, Kabwe and Mumbwa for the years 3-5 implementation phase. Factors, such as the number of schools and teachers, complementary initiatives, and the development needs in the new district of Chisamba were considered, alongside practical aspects.

The time taken to agree implementation details with the Ministry, together with a cholera outbreak in early 2018 which resulted in school closures, resulted in an overall delay in progress of approximately one term (three months). All milestones, while delayed, remain valid and are planned to be delivered within the May to July 2018 term.

The project co-design phase was initiated in February 2018 with a two-day workshop in Chisamba. 9 officers from the Ministry in-service team, 34 school and teacher representatives, and 6 academics and team members from World Vision and the OU, worked together to establish the range of pedagogical approaches, content and training design that will make up the core of ZEST SBCPD programme. Subsequent consultations with the Ministry, and findings from the baseline study, conducted in March 2018, helped refine this further.

The first training workshops have been rescheduled from January to May 2018. Working with the District Education Board Secretary (DEBS),

---

<sup>1</sup> Republic of Zambia, Ministry of General Education, *In-service strategy in Zambia, 04-2017*

	<p>Chisamba, 207 teachers, in 17 schools in 3 zones have been identified for cohort 1, and Zone In-service Coordinators (ZICs) are developing implementation plans.</p> <p>Academic specialists from the OU's School of Education, have developed the first course outlines, content and training materials. Feedback from the 200 cohort 1 teachers who will trial these materials throughout 2018 / 2019, will inform the iterative process of refinement, and the development of case studies and examples of use.</p> <p>(493)</p>
2.2	<p>Have you completed all baselines for the project? If not please explain why and describe what plans are in place to ensure these are completed. If you have please ensure these have been added into your logframe. (Max 200 words)</p> <p>The baseline study was conducted in February and March 2018 across a sample of 54 schools, spread proportionately amongst the four target districts—Chisamba, Shibuyunji, Kabwe and Mumbwa.</p> <p>The aim of the study was to establish a picture of current teaching practice as well as participation in School Based Continuing Professional Development (SBCPD) activities, and inform project implementation. In particular, the baseline provided data for logframe outcome indicators 1 and 2; and output indicator 1.4.</p> <p>The OU and WV developed the study methodology, designed the baseline tools and trained 24 independent enumerators who collected the data for the study. In all 260 interviews with 56 Headteachers (or staff linked to SBCPD) and 204 Teachers were undertaken, and 5796 minutes of lessons were observed in 140 different classes.</p> <p>Schools were selected through a randomisation process. Some were quite remote and there were considerable challenges with enumerators reaching all sample schools, due to the rainy season. In a few cases, District officials suggested replacement schools where selected schools were simply not accessible.</p> <p>The data was cleaned by World Vision M&amp;E specialists and the report attached was written by the OU.</p> <p>(188)</p>
2.3	<p>Have you experienced any delays to planned activities? Please provide full details including what action is being taken to bring activities back on track. (Max 250 words)</p> <p>We have experienced delays of one school term, as reported to the grant management team in November 2017.</p> <p>We faced initial challenges on how we fund MoGE monitoring of the project and teacher's 'out of pocket allowances'. The allowance is part of teacher's work 'terms of service', it is however an ineligible cost for this grant.</p>

	<p>Significant time was required to reconcile these issues with the Ministry and enable us to start more active implementation. Discussions in December 2017, based on the existing agreement (MOU) between the Ministry and the OU, secured a commitment for MoGE to support project implementation and cover the allowance associated with teachers participating in ZEST activities.</p> <p>Addressing this in December 2017, and the cholera outbreak in early 2018, meant that the November 2017 co-design workshop and the January 2018 training workshops had to be postponed, resulting in some logframe targets not being met.</p> <p>A recovery plan is in place, and drawing on the flexibility inherent in the project design, we are confident in meeting these targets by the end of the May-July 2018 school term.</p> <p>In line with the recovery plan, the design workshop was held in February 2018, and we are on track for the training workshops with cohort 1 teachers the week of the 7<sup>th</sup> of May.</p> <p>We will also extend cohort 1's testing of module 3 into the first term of 2019 and do not anticipate this affecting cohort 2 teachers testing the improved module 1 concurrently in January 2019 as planned.</p> <p>(250)</p>						
2.4	<p><b>Project Outcomes</b></p> <p>In the table below, please list each of your project Outcomes, and provide further detail on your progress and results over this reporting period. Describe any delays or other challenges that you have experienced and how these have been addressed, and provide information about any unexpected results (for example where targets have been vastly exceeded). Progress should also be updated within the relevant fields of your logframe.</p> <p>Outcome: Primary teachers in Zambia's Central Province improve the quality of their classroom practice</p> <table border="1" data-bbox="279 1478 1396 2033"> <thead> <tr> <th data-bbox="279 1478 734 1556">Outcome Indicator</th> <th data-bbox="734 1478 1061 1556">Milestone / Achievement</th> <th data-bbox="1061 1478 1396 1556">Progress</th> </tr> </thead> <tbody> <tr> <td data-bbox="279 1556 734 2033">1.1 % participating teachers demonstrating improved classroom practice (above the baseline)</td> <td data-bbox="734 1556 1061 2033">0%</td> <td data-bbox="1061 1556 1396 2033">0% The baseline study has helped establish the current picture of classroom practice in target districts in Central Province. This will enable us to consider improvements teachers make in their classroom practice as</td> </tr> </tbody> </table>	Outcome Indicator	Milestone / Achievement	Progress	1.1 % participating teachers demonstrating improved classroom practice (above the baseline)	0%	0% The baseline study has helped establish the current picture of classroom practice in target districts in Central Province. This will enable us to consider improvements teachers make in their classroom practice as
Outcome Indicator	Milestone / Achievement	Progress					
1.1 % participating teachers demonstrating improved classroom practice (above the baseline)	0%	0% The baseline study has helped establish the current picture of classroom practice in target districts in Central Province. This will enable us to consider improvements teachers make in their classroom practice as					

			they participate in the ZEST programme.
	1.2 % of participating schools implementing the school based professional development programme, recording an increase in collaborative work	0%	0%  The baseline study has helped establish the current picture of engagement with collaborative SPRINT SBCPD activities in schools in target districts in Central Province. This will enable us to consider increase in the levels of teacher's collaborative work to develop practice at school level.
2.5	<p><b>Project Outputs</b> In the table below, please list each of your project Outputs, and provide further detail on your progress and results over this reporting period. Describe any delays or other challenges that you have experienced and how these have been addressed, and provide information about any unexpected results. Progress should also be updated within the logframe.</p> <p><b>Output 1:</b> School-based professional development programme co-designed and tested by primary teachers, school leaders and educational officials in Zambia's Central Province</p>		
	<b>Output Indicator</b>	<b>Milestone / Target</b>	<b>Progress</b>
	1.1 Number of teachers/School Leaders/Education officials engaged in co-designing and testing of school-based professional development programme	200	24 Female 19 Male  The design workshop was held in Chisamba in Feb 2018 with 43 teachers, school leaders and officials. The next phase in the co-design is delayed until the week of May 7 <sup>th</sup> when the workshops with all the participating 200 cohort 1 teachers, school leaders and officials will be held, as outlined in section 2.3.

	<p><b>1.2</b> Number of Teacher Group Meetings held where school leaders and teachers are actively participating in and testing the school-based professional development programme</p>	20	<p>0</p> <p>Delayed to term 1, after the May workshops, as outlined in section 2.3, as ZEST related Teacher Group Meetings (TGMs) will only take place after the launch training workshops are held.</p>
	<p><b>1.3</b> Number of school-based professional development programme course units (online and offline) created for teachers, school leaders and education officials</p>	0	<p>0</p> <p>The course outline has been developed on the basis of the design workshop, consultation with MoGE and the findings of the baseline study. This will be refined and the content developed as cohort 1 and 2 teachers pilot the material, develop examples of use, and feedback.</p>
	<p><b>1.4</b> % of participating teachers reporting increased confidence in collaborative classroom practices</p>	10%	<p>0%</p> <p>Delayed, as outlined in section 2.3, until after the May workshops, when teachers will start ZEST training activities in their TGMs in school. See also section 1.11 to explain a proposed improvement in the choice of indicator.</p>
<p><b>Output 2:</b> School-based professional development programme actively implemented by teachers and school leaders in Zambia's Central Province</p>			
<p><b>Output Indicator</b></p>		<p><b>Milestone / Target</b></p>	<p><b>Progress</b></p>
	<p><b>2.1</b> Number of schools in Central Province reached by the school-based professional</p>	10	<p>0</p> <p>Delayed, as outlined in section 2.3, until</p>

	development programme (online and offline)		after the May workshops, when cohort 1 schools begin the ZEST SBCPD programme.
	<b>2.2</b> Number of teachers reached by the school-based teacher professional development programme (online and offline) (disaggregated by gender)	200	0 Female 0 Male  Delayed, as outlined in section 2.3, until after the May workshops, when cohort 1 school teachers begin the ZEST SBCPD programme.
	<b>2.3</b> Number of school leaders reached by the school-based teacher professional development programme (online and offline) (disaggregated by gender).	10	0 Female 0 Male  Delayed, as outlined in section 2.3, until after the May workshops, when cohort 1 school leaders begin implementing the ZEST SBCPD programme.
	<b>Output 3:</b> Ministry of General Education (MoGE) officials trained in implementing school based professional development programme in support of operationalising the MoGE national In-Service Strategy		
	<b>3.1</b> Number of Zone In-service Coordinators (ZICs) and MoGE officials trained in implementing school-based professional development programme, disaggregated by gender and location/zone	3	2 Female 2 Male  We have worked with the District Education Board Secretary (DEBS) for Chisamba District, and the Zonal In-service Coordinators (ZICs) for Liteta, Chisamba and Chipembi zones, to develop the plan for the May workshops.
	<b>3.2</b> Number of zones in Central Province which have developed a model for implementing the school-based professional development programme	2	3  The zones are, Chisamba and Chipembi, with one



			school in Liteta zone also being included by the DEBS and Zonal Heads because of the numbers of teachers and geographic considerations.
	3.3 Number of zones in Central Province implementing the school-based professional development programme	1	0 Delayed, as outlined in section 2.3. Implementation will begin with the training workshops now scheduled in May 2018.
<b>3. Operational plans and partnerships</b>			
3.1	Are all staff required to deliver the project now in place? If not, please explain what action you are taking to ensure all essential roles as outlined in your application, are in place as you move into year two of the project. If plans for staffing has changed, please tell us about this. (Max 200 words)		
	<p>All staff are in place at The Open University (OU) and World Vision Zambia (WVZ) to deliver the project, including the academic team, project manager, project coordinator, technical, and M&amp;E specialist.</p> <p>There have been some key changes in personnel as follows:</p> <p><b>[REDACTED]</b>, project manager at the OU in Scotland, has resigned from the role. <b>[REDACTED]</b>, an experienced Senior Project Manager from the Open University's International Development Office (IDO) is providing cover while we recruit a suitable replacement to fill the post.</p> <p><b>[REDACTED]</b>, a project officer at WVZ, was able to initially take on the role of ZEST project coordinator on project initiation. In January 2018 she resigned from WVZ. WVZ provided cover during the February design workshop and February / March baseline study. <b>[REDACTED]</b> was subsequently recruited to the role, and began as the new ZEST project officer in April 2018. <b>[REDACTED]</b> brings a strong background in education and project experience to the role, having been a primary teacher, School In-service Coordinator (SIC), Headteacher, and having worked on projects with RTI, Creative Associates, and other organisations in Zambia.</p> <p>(183)</p>		
3.2	Are all partnerships on the project now in place? Please update on how these partnerships are progressing, letting us know about any highlights, challenges or changes to roles and responsibilities. (Max 300 words)		
	Following the signing of the grant agreement with the Scottish Government, a sub-contracting agreement was duly agreed and signed between the OU		

and implementing partner, World Vision Zambia, which defines roles and responsibilities (section 3 and schedule 3).

The work to date reflects the collaboration between both implementing organisations, with the OU and WVZ playing their key roles effectively, both drawing on their respective experience in setting up the project, initiating activities and establishing ways of working with MoGE. WVZ are in a strong position to take a leading role with the Ministry and key stakeholders as we move into more active implementation.

The consultations with the Ministry have demonstrated the effective collaboration with the Ministry as encapsulated in the MOU between the Ministry and the OU. The Ministry have made significant commitments in terms of allocating resources to support the project and ensure successful delivery. Invitations to ZEST project activities, meetings and workshops come directly from MoGE, sending a strong signal that ZEST is working within and in support of the public education system.

(175)

3.3 Have any visits to the project taken place in this period? Please give details including key activities and outputs of these visits.

Date of Visit	Key achievements / outputs of visit	Follow up actions
10 – 16 December 2017	<ul style="list-style-type: none"> <li>- OU project manager introduced to key stakeholders, including WVZ management and project team, and MoGE officials.</li> <li>- Visit to Central Province provincial education office and Chibombo district education office with the Assistant Direct TESS to initiate the project with key stakeholders</li> <li>- Consultation with MoGE headquarter, provincial and district education offices on selection of target districts.</li> <li>- Consultation meetings with MoGE secure MoGE commitment to cover statutory 'out of pocket allowances' establishing a way forward and putting</li> </ul>	<ul style="list-style-type: none"> <li>- Monthly and quarterly review and reporting put in place.</li> <li>- Update project activity plan to reflect adjusted timelines.</li> <li>- Consultation with MoGE on project logframe.</li> <li>- Development of the methodology, data instruments and schedule for the baseline study.</li> <li>- Develop plans and schedules for the design workshops and series or launch meetings with the schools.</li> <li>- Selection of Zones within Chisamba District.</li> <li>- Comparative procurement of project projector for the workshops; 2 tablets for</li> </ul>

	<p>project implementation back on track.</p> <ul style="list-style-type: none"> <li>- Formal Project Steering Group meeting held with MoGE, WVZ, and the TESSA project team.</li> <li>- Set up and operationalising of the ZEST project sub-grant agreement with WVZ management and project team, including issues of reporting, grant / budget management, activity planning, safeguarding and project reviews.</li> <li>- Joint activity planning for Q2, Jan-Mar 2018.</li> </ul>	<p>data collection and monitoring; and printing of training materials in preparation for the design workshop and launch trainings.</p>
18 – 24 February 2018	<ul style="list-style-type: none"> <li>- 2-day design workshop in Chisamba with 49 participants to establish focus pedagogical approaches, content and training design for the ZEST SBCPD programme.</li> <li>- 1 day of visits to schools in Chisamba to establish context and inform aspects of content and training development.</li> <li>- Meeting with the Permanent Secretary for Education, where agreements and commitments made in December in regard to project implementation were confirmed.</li> <li>- Baseline study design and planning.</li> <li>- Consulting on person specification for the ZEST project coordinator recruitment.</li> </ul>	<ul style="list-style-type: none"> <li>- Recruiting of WVZ project coordinator.</li> <li>- Recruitment and training of 24 enumerators to collect data for the baseline study.</li> <li>- Conduct the baseline study.</li> <li>- Selection of 8 co-facilitators to build capacity in Zambia and help run the May workshops.</li> </ul>

- project management meeting with WVZ to review reporting, finances, scheduling and communications.

#### 4. Financial Information

This section will be reviewed alongside your end of year financial report, which must be included with this report. Please ensure an explanation for any variance to planned expenditure is provided against each budget line in the space provided in the budget spreadsheet.

4.1 If your spending is not on track as expected, please outline the reasons why, and detail what plans are in place to bring spending back on track. If you are requesting changes to your budget at this stage, please outline them below. (Max 350 words)

Our financial report reflects delayed spend of £50k and an under spend of £6k out of a budget of £150k for year 1. The re-forecasted budget for year 2 is £349k.

All delayed spend has been reprofiled into year 2 and is expected to be spent by the end of May 2018 as it relates primarily to the delays in activities outlined in section 2.3 above. The key areas being:

- Output 1 – delayed spend of £47k is also due to the delay in the workshops.
- Local TSE delayed spend is due to delay in the workshops. Capital spend of approx. £1k is delayed due to laptop not being purchased for the original WVZ project officer, but this will be required for the new recruit.
- Some expense claims for field visits (OU and WVZ) did not yet reflect when the March 2018 ledgers were closed. These will come through from April onwards and therefore reflect in the next financial report.

The in-country project officer at WVZ resigned, and a replacement had to be recruited. Colleagues provided cover resulting in an under spend of £6k. We will submit proposals for reprofiling this amount for future use.

(196)

#### 5. Any other Information

Please use this section to tell us any other relevant information regarding your project. (Max 350 words)

Working within the education system in Zambia has been both challenging and rewarding. We appreciate the strong commitment the Ministry has demonstrated to this work, and the support provided. The Open University and World Vision Zambia look forward to working with the Scottish Government, MoGE in Zambia and stakeholders in education at every level to help develop teaching and learning.

(60)