

**Scottish Government International Development Programme
End-Year Report**

1. General project information		
1.1	Project reference Number	ZAM2
1.2	Name of organisation	The Open University in Scotland
1.3	Lead partner(s) organisation	The Open University (OU) World Vision Zambia (WVZ) – implementing partner
1.4	Project title	Zambian Education School-based Training (ZEST)
1.5	Reporting period	From: 01/04/2019 To: 31/03/2020
1.6	Reporting year	Year 3 2019/20
1.7	Project start date	01/10/2017
1.8	Project end date	31/03/2022
1.9	Total project budget*	£1,284,525
1.10	Total funding from Scottish Government*	£1,284,525
1.11	Provide a brief description of the project's aims, highlighting which of the Sustainable Development Goals (SDGs) your project is working towards? (200 words)	<p>The Zambian Education School-Based Training (ZEST) project is a school-based teacher professional development project with the interests of Zambia's children, teachers and education communities at its core. ZEST contributes to SDG4 – 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all' – particularly the target around increasing the supply of qualified teachers through pedagogical training of in-service primary school teachers (target 4.C). ZEST also supports two of the four priorities of Scotland's International Development Strategy: 'encourage new and historic relationships' and 'empower our partner countries'.</p> <p>ZEST is co-designing/testing a school-based continuing professional development (SBCPD) programme that focuses on strengthening the Ministry of General Education's (MoGE) existing School Programme of In-Service for the Term (SPRINT), in order to support teachers in developing active teaching and learning approaches, and teacher collaboration in the established Teacher Group Meetings. This process is underway in three Central Province districts: Chisamba (Cohort 1), Kabwe (Cohort 2) and Mumbwa (Cohort 3). It is planned that digital materials will be tested/finalised with Cohort 3 by the end of 2020, ahead of scale up with Cohorts 4</p>

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		<p>& 5 in 2021/22, with an intended project reach of 4000 teachers across 200 schools in 4 districts.</p> <p>Wordcount: 198</p>
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2. Project progress and results

Please use this section to give an update on the progress the project has made during this reporting period.

2.1	<p>Provide an update on the progress your project has made over the past 12 months. Use this space to update us on what has gone well and any challenges you have experienced, detailing how you have overcome these. (Max 500 words)</p>
	<p>Progress</p> <ul style="list-style-type: none"> • New Scotland-based Project Manager started in April 2019. This provided an opportunity to review and strengthen project plans/processes. • Cohort 1 evaluation report submitted in July. Key lessons used to inform the approach/plans/tools for Cohort 2 implementation and Monitoring & Evaluation (M&E). • Cohort 2 workshops held in May (Term 2 - OU-led) and September (Term 3 - WVZ/MoGE) with MoGE Province/District staff increasingly taking the lead. • Filming undertaken in 2 schools in September, which captured teaching approaches in action and interviews with stakeholders, for use in digital course materials and M&E/Cohort 2 enumerator training. • Digital course outline developed and content production underway. Course 1 introduced to Cohort 3 in December for use during Term 1 (Jan-March 2020); Course 2 now in production ahead of Term 2 (May-July 2020). • Building on participant feedback, course materials are being reshaped to cover 2 years rather than 1 year, to maximise teacher engagement and sustainability. Visits to Cohort 1 schools in February 2020 appear to confirm this as a wise decision as, one year later, C1 schools are embedding the teaching approaches in a natural way in line with local priorities; and continuing with SBPCPD meetings. • Short Raspberry Pi proof-of-concept exercise undertaken in October 2019 with 8 Cohort 1 sites using additional literacy materials; year-long pilot with Cohort 3 started in January 2020 with 11 schools and 1 district office, in a bid to determine the most appropriate/sustainable approach to digital course delivery. • ‘Closing’ workshops held with Cohorts 1 & 2 in December 2019 to review experiences to date, capture advice they would give to new Cohorts, and distribute certificates to participants. • Mumbwa District confirmed for Cohort 3, with 11 schools participating. Initiation workshop held in December 2019, with Province/Districts/School Leaders facilitating school workshops during week 0 in January 2020. Raspberry Pi training held in December, bugs addressed, and devices delivered to schools during week 0.

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- What's App group created with Cohort 3 School Leaders/District & Province Officials, allowing 'just-in-time' responses to pedagogical/technical successes and challenges.
- Discussions held with MoGE at Steering Group in December to start exploring scale-up for Cohorts 4 & 5, as well as thoughts beyond the current funded project. Agreement given to hold 2-day retreat with MoGE/WVZ.
- C2 Evaluation undertaken in March 2020. This activity provided useful insights for consideration with Cohort 3 (see section 3.4) and confirmed the achievement of the Logframe Outcome Indicators.
- ZEST received good publicity this period – see section 8 for details.

Challenges

- Staff changes – see section 3.1.
- Budget – thorough review identified pressure points and areas of opportunity resulting in various reprofile proposals. Review of activity identified a desire to undertake a full budget revision for Y4/Y5 building on changing requirements and lessons learned. See section 8 for details.
- Security concerns and flooding in Zambia, followed by covid-19 pandemic, impacted on Cohort 3's implementation (third teaching approach/month 3 TGMs), WVZ school support and monitoring visits, and a March trip to Zambia for school visits and planning/budgeting workshops. See sections 2.2 and 5.1 for further details.

Wordcount: 499

2.2

Has the focus or plans for delivery changed significantly during the last year? Please highlight what issues or challenges prompted this change and how you anticipate any changes in focus will impact on the previously agreed outcomes (Max 500 words)

The ZEST project faced disruption in March 2020 as a result of the covid-19 pandemic. Zambian schools closed early ahead of Easter break, and OU/WVZ staff moved to home working which presented some challenges. There has been a minor impact on Cohort 3 implementation activities, with March TGMs/teaching approach 3 affected, and delays to monitoring/support visits and MoGE discussions; however other key activities such as C2 Evaluation were completed in time. Schools are now on Easter break until early May and it is currently unclear as to the pandemic impact on Y4 implementation/budget - please see section 5.1 and the Risk Log for further details.

The following changes were identified prior to covid-19; these will be factored into ongoing discussions:

Following feedback from Cohorts 1 & 2, it has been agreed to extend the course from 1 to 2 years. It was felt there was too much information to cover in 1 year; 2 years will provide an increased likelihood of sustainability. Year 1 will continue to focus on the 9 teaching approaches, 3 per term, while year 2 will focus on literacy, TESSA and sustainability. Feedback also suggested the original materials were too text-heavy and would benefit from the inclusion of audio/visual

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materials. These changes should not impact on the previously agreed outcomes, in fact they should strengthen them as teachers gain more time to embrace/embed the teaching approaches. The types of changes ZEST is introducing take time, which may be reflected in the early evaluations. Continued monitoring in Cohort 1 suggests that changes are being embedded; the upcoming midline evaluation should also provide a clearer picture as to progress.

The original approach for digital delivery was to provide teachers with SD Cards containing course materials; the project is now exploring a more innovative approach of Raspberry Pis as a possible alternative. Various options/combinations of hardware/software are being tested; the project is also considering the technical expertise required for troubleshooting/supporting Raspberry Pis in the longer term at school/district/provincial levels. One unintended benefit of Raspberry Pi exploration is that schools have welcomed a file-sharing feature for storing/sharing items such as lesson plans, training materials, MoGE documents. This will be investigated further during the pilot to determine whether this feature can be included in the scale-up plan/budget. These changes should not impact on the previously agreed outcomes, in fact they should enhance them by providing more robust technology to teachers and additional features for schools.

MoGE/Province/District monitoring has not taken place as planned, mainly due to lack of transportation: colleagues have depended on WVZ to date and this is not sustainable for scale-up or longer term. Various options/alternatives are being explored with districts/province/MoGE during Y3/Y4 to ensure the best model is in place for scale-up, which reduces the dependence on WVZ. This is not expected to impact on the previously agreed outcomes; budgetary impact will be considered as part of the upcoming Y4/Y5 budget revision to ensure the right support is provided to colleagues, building on experiences and lessons learned.

Wordcount: 499

2.3 Taking into consideration what you have achieved during the last 12 months, along with any challenges you have experienced, please highlight to us what lessons you have learned, and how these will be applied in the project in the future. (Max 500 words)

The recruitment of a new OU Project Manager, followed by WVZ Technical Programme Manager, presented an opportunity to undertake a full review/strengthening of project planning, reporting and financial processes. This led to a series of planning and budget revisions, ultimately resulting in a formal request, and agreement, to submit a revised Y4/Y5 budget proposal. This proposal has been delayed due to covid-19 but will be submitted to Scottish Government at the earliest opportunity.

The Raspberry Pi proof-of-concept provided lessons related to training, monitoring and troubleshooting which helped to shape the Pilot approach. Cohort 3 initiation workshops in December provided further insights into user abilities, training approaches and technical troubleshooting which are being used to inform ongoing activities. One important recommendation was to identify School

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Champions who could receive further training on technical support/troubleshooting – this is being factored into Term 2 discussions. As mentioned in section 2.2, one unintended benefit appears to be school file-sharing. This will continue to be explored in terms of practicalities, plans and budget.

Also mentioned in section 2.2 is the agreement to move from a 1-year to 2-year course. Materials have been revised to include text, audio and videos, and feedback will be sought from Cohort 3 before materials are finalised ahead of scale-up.

The Cohort 2 Evaluation incorporated lessons from Cohort 1 Evaluation: most notably the inclusion of filmed classroom footage in enumerator training to enable enumerators to test the data collection questionnaires and compare their answers to those of an Academic before entering the field, in order to increase the team's confidence in the abilities of selected enumerators. This appears to have worked well as the quality and consistency of data was higher compared to Cohort 1. This will be included in future enumerator training.

Lessons have been learned through monitoring activity and workshops; and will be factored into Cohort 3/Y4 plans. These include monitoring of TGMs to understand how audio/visual materials are being used; the need to develop appropriate tools/processes for district/province officials to build ZEST monitoring into their own monitoring programmes; and the need to hold further discussions with district/province officials about the course materials in order to understand the impact on their approach to classroom observations/monitoring. This ties in with the C2 Evaluation recommendations highlighted in section 3.4.

It is recognised that District Officials are critically important to the successful implementation/ongoing sustainability of the active learning/teaching approaches. Consideration will be given during Y4 to encouraging Officials to undertake the TESSA online course 'Making Teacher Education Relevant for 21st Century Africa'.

A What's App group was created with Cohort 3 school leaders, District and Province Officials, to enable regular contact between all parties for discussion, support and troubleshooting. This group worked well during flooding/security concerns, as it allowed support to continue to be provided to schools where face-to-face visits were not possible. This What's App group will likely prove to be a useful forum for discussion, support and possibly training in the coming months as part of the covid-19 response.

Wordcount: 498

3. Partnerships and collaboration

This section allows you to discuss how partnership working is progressing on the project, as well as wider collaboration and sharing of learning.

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3.1	<p>Provide an update on how partnership working has gone in the past 12 months. Let us know about any highlights, challenges or changes to roles and responsibilities. (Max 350 words)</p>
	<ul style="list-style-type: none"> • Cohort 1 District Official attended Cohort 2 workshops in May to share experiences. This helped to strengthen the sense of ownership/collaboration; and led to a request for further opportunities to share learning/experiences. • WVZ/Province/District Officials facilitated Cohort 2 September (Term 3) workshops. This highlights the increasing understanding and ownership of the programme. • Cohort 1 & 2 colleagues shared feedback and advice for Cohort 3 at closing workshops in December 2019. • Joint WVZ/District monitoring/support visits have taken place. MoGE HQ expressed an interest in joining future monitoring visits and will be facilitated by WVZ where possible. • District Officials participated in September's filming activity by enabling access to schools and providing interviews. • Cohort 1 District Officials have a very strong commitment to the project and are continuing to support schools in the embedding of ZEST approaches. They participated in the Raspberry Pi proof-of-concept; and have expressed a desire to scale-up as soon as possible. • WVZ Project Coordinator visited Scotland in September. This provided substantial benefits to team members and the project through uninterrupted discussions, planning and knowledge-sharing; building understanding of Scottish work culture, demands and expectations; and strengthening relationships through work/social activities. • Cohort 2 Headteacher joined Province Officials/WVZ for Cohort 3 introductory meetings, to share experiences and learnings. <p>Y3 staff changes include:</p> <ul style="list-style-type: none"> • New OU Project Manager started on 1st April and focused on re-establishing the team. This presented an opportunity to review/renew all aspects of the project based on lessons learned including activities/budgets/processes/communications/reports, and to create a productive team rhythm. • WVZ recruited a new Technical Programmes Manager (TPM) in July. The new TPM was involved with ZEST at initiation, therefore has a good understanding of the project's background and objectives and is a welcome addition. • Additional WVZ changes include recruitment of a temporary staff member in December 2019 to further support the project; involvement of IT Team with Raspberry Pis; and involvement of Communications team in creating audio/visual materials. • MoGE TESS vacancies/changes/retirements presented a challenge this year. New personnel are now in post and engagement plans are being explored, including making use of relationships already established both through WVZ and OU TESSA activities.

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	Wordcount: 350	
3.2	Have any Scotland-based staff visited the project in the past 12 months? Give details including key activities and outputs of these visits.	
Date of visit	Key achievements / outputs of visit	Follow-up actions
May 2019	<p>Visits to shortlisted schools to identify the most appropriate ones for filming activity.</p> <p>Meeting with MoGE Deputy Director TESS to discuss ZEST activities for the week and MoGE attendance.</p> <p>Meetings with shortlisted film companies to discuss AV requirements.</p> <p>One day workshop with OU Academics, WVZ, MoGE, District Education Officials, Headteachers and Service In-Training Coordinators (SICs) to review progress, draw lessons, build understanding and capacity, and help further refine the ZEST training and implementation model. A representative from Cohort 1 District Office also attended to share and facilitate learning.</p> <p>Second set of 6 whole day workshops (over 3 days) in schools to gain feedback from Cohort 2 teachers on the ZEST training, teaching materials and activities, and to continue training ahead of Term 3.</p> <p>Newly appointed OU Project Manager introduced to key WVZ colleagues, MoGE, District Education Officials and key staff at Cohort 2 schools.</p> <p>Project meetings with WVZ staff to review lessons, activity plan, risk management, budget, communications, safeguarding etc.</p>	<p>Arrangements made for filming activities.</p> <p>Confirmation sought from MoGE about timing of Cohorts 1 & 2 closing ceremonies.</p> <p>WVZ met with MoGE to discuss ZEST activities, baseline and future communications.</p> <p>Review of teaching materials undertaken, taking into account feedback from District Officials and Cohort 2 teachers.</p> <p>Review of Monitoring & Evaluation activities undertaken following discussions with WVZ and District Officials.</p> <p>Planning session held with whole project team and senior colleagues mid-June.</p> <p>Key project documents reviewed including activity plan, budget, communications plan, risk & issue log etc.</p>

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		Further discussions underway about Safeguarding, to ensure all risks are suitably captured and monitored.
September 2019	WVZ Project Coordinator visited Scotland to attend the Pan-Commonwealth Forum (PCF9), meet with Scottish Government, and participate in a series of ZEST planning meetings.	<p>Activity plan updated in light of discussions.</p> <p>A series of document templates prepared/refined for use between Project Manager and Project Coordinator.</p> <p>Series of actions agreed and captured in project action log for all team members. Review process agreed.</p>
September 2019	<p>Filming visit to two schools – one in Chisamba (Cohort 1) and one in Kabwe (Cohort 2) – to film teaching approaches in action, for inclusion in ZEST course materials and other training tools.</p> <p>Filmed interviews conducted with District Officials, Headteachers, Teachers and learners about their ZEST experiences to date.</p> <p>Photographs taken of teaching approaches in action.</p>	<p>Filmed material edited in line with course material requirements; to be tested with Cohort 3 during the last part of co-design process.</p> <p>Formal request to be made to MoGE HQ to film an introductory segment for the digital materials, once the editing is complete.</p> <p>Material incorporated into enumerator training.</p> <p>Interviews utilised in case studies.</p> <p>Photographs included in course materials as appropriate.</p> <p>Classroom observations tool shared with wider ZEST team, for</p>

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		consideration in Cohort 2 monitoring/support visits and Cohort 3 workshop planning.
December 2019	<p>Courtesy visit to MoGE to discuss activities for the week, confirm Steering Group arrangements and arrange for C1/C2 certificates to be signed by Permanent Secretary.</p> <p>½ day closing workshops held with Cohorts 1 & 2. Discussion points included school experiences to date, unexpected learnings from ZEST, suggested Implementation Guide amendments, and advice for Cohort 3. This was followed by a presentation of certificates to schools.</p> <p>Two-day Cohort 3 District/School Leader Initiation Workshop focusing on learner-centred education, how ZEST complements Lesson Study, TGMs, roles and responsibilities, planning for week 0 school workshops, and Raspberry Pi training/fact-finding.</p> <p>Briefing with Permanent Secretary ahead of Steering Group meeting.</p> <p>MoGE Steering Group meeting, focusing on ZEST progress to date, MoGE involvement, and looking ahead to project evaluations and scale-up.</p> <p>Various meetings held with WVZ, focusing on Monitoring & Evaluation, project planning and finance.</p>	<p>MoGE/WVZ retreat to review ZEST progress and prepare for scale-up to be arranged.</p> <p>Course materials updated in light of C1/C2 feedback.</p> <p>Raspberry Pi tweaks made ahead of device distribution to schools.</p> <p>C2 Evaluation plans agreed.</p> <p>C3 support/monitoring plans agreed.</p> <p>Key project documents updated following discussions.</p>
3.3	Please tell us about any dissemination and learning throughout this reporting period. How have you promoted effective learning across the project? Please explain what processes you have used both internally and externally to share learning from the project so far, and how this learning is being used. (Max 500 words)	
	From the start of the project the ZEST team has adopted a process of 'reflexive monitoring' in which every decision is reviewed in the light of experience and the analysis informs future decisions. There are clear programme theories i.e. why certain approaches/activities are used and why it is thought they will work. The Cohort 1 evaluation data was reviewed	

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in the light of these theories, informed some of the changes described in section 2.2, and was published in the Journal of Learning for Development (Nov 2019). The same process applied to the Cohort 2 Evaluation.

Examples of how learnings have been shared include:

- Feedback and learnings have been applied between C1, C2 and C3 – for example, course materials, engagement approaches with District Offices, workshop approaches, monitoring and evaluation approaches, all continue to be tweaked as appropriate.
- Some District Officials/School Leaders have visited other Districts / schools to share their experiences and advice.
- The plan continues to evolve as new information comes to light in terms of experience, lessons and innovations – for example, new approaches to the provision of digital materials, filming production, workshop and monitoring approaches.
- WVZ are continuing to request frequent meetings with MoGE following various personnel changes.
- An OU-based cross-project group is working to develop the use of Raspberry Pis to support international development work more generally. Experiences from the proof-of-concept and pilot have been shared and are contributing to a project supporting teacher educators in Myanmar.
- WVZ IT colleagues have supported the Raspberry Pi activity and are interested in exploring its use in other development projects, such as health, to support capacity building of local staff and partners.
- Ideas/learnings are shared across OU international development projects through the preparation of monthly briefing documents for the (internal) International Teacher Education and Development Bulletin and for the International Development Office, as well as participation in internal learning/knowledge-exchange events.
- Project Team members participated in international events such as Distance Education for Teachers in Africa (DETA) in Lagos, Nigeria (August 2019), and Pan-Commonwealth Forum in Edinburgh, Scotland (PCF9 Conference, Sept 2019).
- As a result of the project's engagement in PCF9, the OU has been invited by the Commonwealth of Learning (CoL) to work with the Kenya Institute of Special Education (KISE) to develop a school-based teacher development course for secondary schools in Kenya. This draws directly on learning and experience from ZEST.
- Key events are shared via the OUIS Twitter account, for example World Book Day, PCF9, OU's 50th Anniversary.
- An OU-based cross-project group is sharing experiences and intelligence about the impact of covid-19. The effective use of What's App groups, for example, such as that being used for Cohort 3, is being discussed and learning shared.

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3.4	<p>Has the project completed a mid-term project evaluation in the past 12 months (or is one planned for the next 12 months)? Please provide detail of the outcome of the evaluation. (Max 500 words)</p>
	<p>An evaluation of Cohort 2 took place in March 2020, drawing on data gathered between May 2019 and March 2020, in order to evaluate the impact of ZEST in Kabwe. Data includes evidence from workshops, filming visits and from a formal evaluation exercise in which 8 independent enumerators, trained by WVZ, visited all six schools to conduct interviews and lesson observations over two days in March 2020.</p> <p>The evaluation sets out data against the project logframe and ‘programme theories’ – the intended outputs and reasons why it is thought the project will work. The Cohort 1 evaluation, conducted in Year 2, found evidence to support all programme theories but also highlighted the importance of the role of District Officials in the successful implementation and sustainability of ZEST. The Cohort 2 evaluation similarly found evidence to support all programme theories; and provides further insight into the work and impact of District Officials, which will inform Cohort 3 and the further development of the current Implementation Guide for Cohorts 4 & 5.</p> <p>ZEST aims to improve classroom practice and teaching skills. This is measured by the amount of time in a lesson that learners spend working/talking in groups/pairs. A median value of 10% was recorded for Cohort 2, which represents an increase from the baseline value of 5%. There is qualitative evidence that suggests teachers are becoming more confident in using group/pair work.</p> <p>ZEST also aims to increase the amount and quality of collaboration between teachers. This evaluation suggests that 67% of schools held 3 or more Teacher Group Meetings (TGMs) per term, with 100% recording an average of 3 per term across one academic year. This represents an increase from the baseline value of 47%. Qualitative data demonstrates enthusiasm for TGMs and attendance is reported to be good. As in Cohort 1, Headteachers and School In-Service Coordinators (SICs) report that relationships are more harmonious; and teachers are more willing to ask for help.</p> <p>Another project aim is to increase the number of teachers recording use of collaborative classroom practices; this is facilitated by the provision of Teacher Notebooks to all participants for them to record their responses to TGM activities, plans for classroom activities, and reflections on teaching. The evidence shows that in two schools this is not being done, and further exploration is required as to why.</p> <p>Key recommendations from the Evaluation include:</p> <ul style="list-style-type: none"> • Identify teachers who have embraced the teaching approaches and encourage them to support others by becoming role-models/champions.

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	<ul style="list-style-type: none"> • Review Year 2 course material to include a focus on learner-centred practices such as encouraging teachers to move around the room more, and to be more aware of learner needs. • Update the Implementation Guide for District Officials, highlighting ways of providing pedagogical support and supporting reflective practice. • Explore issues associated with Teacher Notebooks; and identify a more culturally appropriate way of ensuring teachers record reflections about their teaching. <p>A full Midline Evaluation is due to take place during Y4 – dates are still to be confirmed in light of covid-19.</p> <p>Wordcount: 499</p>
3.5	<p>With reference to Q39a & 39b in your original application form, please highlight how you are maintaining an awareness of others working in this region, giving details of collaboration, joint working or partnerships with others. (Max 500 words)</p>
	<p>The ZEST project team continues to maintain an awareness of others working in the field of Zambian education via the following routes:</p> <ul style="list-style-type: none"> • The ZEST approach supports the MoGE SPRINT initiative and sits within the SBCPD model already in place, putting greater emphasis on peer learning and support. • The model for providing digital access was reviewed as a result of working with teachers in Zambia and in light of innovations in other international projects. This is currently being explored: evidence so far suggests the majority of teachers either possess or can access phones/devices that can successfully connect to Raspberry Pis. • WVZ are leading the ZREAD project which focuses on literacy. ZEST builds on this project by introducing teaching approaches which can help to ensure literacy is built into all areas of the curriculum. • WVZ Area Office staff participated in meetings in both Kabwe and Mumbwa of District/Provincial Development Coordinating Committees that coordinate development projects, in order to gather information on other projects in Central Province and avoid duplication. • Cohort 1 schools have reported that they are now involved in a World Bank project with SBCPD similar to ZEST. These schools are storing those training materials on the Raspberry Pi alongside ZEST materials to create training devices. • The move to ZEST being a two-year programme for teachers allows more time to focus on the issue of literacy across the curriculum. WVZ's ZREAD programme has been running in Zambia for four years, and the Cohort 3 district is one of ZREAD's project sites. The OU have arranged a workshop with WVZ in order to learn about their approach to teaching reading so that the material developed for the first term of ZEST year 2 (Teaching Literacy Across the Curriculum) is consistent with the resources and approaches used in ZREAD.

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	Wordcount: 296
4. Safeguarding and fraud	
<i>Please ensure you complete questions 4.1 and 4.2 even if you have no incidents to report.</i>	
4.1	Have there been any safeguarding incidents, either relating to staff/volunteers or beneficiaries of the Grant or the Project, in the last 12 months?
	No
4.2	Have these incidents reported at 4.1 been reported to relevant authorities, and if so, to whom?
	N/A
4.3	Describe what action has been taken, and highlight any lessons learned.
	N/A
4.4	Have there been any incidents in the last 12 months of financial mismanagement, theft, fraud etc, either relating to the Grant or the Project or which affects the organisation?
	No
4.5	Have these incidents reported at 4.1 been reported to relevant authorities, and if so, to whom?
	N/A
4.6	Describe what action has been taken, and highlight any lessons learned.
	N/A
5. Risk assessment	
5.1	Have any issues materialised during this reporting period? If so, how were they addressed? <i>Please refer to risk assessment provided at application stage.</i>

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Assumption	Risk	Action taken	Was this included in the Risk Assessment Table in your application?
<p>Training will take place during week 0 each term.</p>	<p>MoGE announced mandatory training for primary school teachers in week 0 (May), impacting on ZEST Cohort 2 Term 2 workshops</p>	<p>WVZ negotiations with MoGE HQ, District Officials and schools resulted in agreement to hold workshops in week 2 (May) instead. This had no financial impact and minimal impact on classes.</p>	<p>Indirectly – risk in Application covered teachers/school leaders not having time and motivation to engage with the project. Mitigation was to ensure existing teacher development mechanisms are used (which includes week 0, the designated in-service teacher training week).</p>
<p>Project resources and plans are realistic to achieve ambitious project results</p>	<p>Activity delays beyond the control of the project can create pressures for project team members and impact on the ability to deliver project results to plan</p>	<p>This reporting period, project processes, communications, reporting etc have been reviewed and strengthened where appropriate to allow the team to successfully address delays as/when they were encountered with no/minimal impact on the project. Budgets were reprofiled throughout the year as appropriate, and additional staff time secured to assist with pressures. A request was submitted to/approved by Scottish Government to undertake a full budget review for Y4/Y5 in light of project lessons/efficiencies, evolving approaches and innovation.</p> <p>Schools closed mid-March for the remainder of Term 1, as a precaution to covid-19. While both WVZ and OU staff continue to work (from home), the team are exploring the level of contact</p>	<p>No</p>

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		available with MoGE/Province/District colleagues during the closure period. This closure had an effect on schools' ability to hold TGMs/tackle the third teaching approach during March, therefore this has had a minor effect on implementation and the logframe. It should, however, be possible for schools to catch-up fairly quickly on their return. (Further detail is available in the Risk Log with regards to Covid-19 specific risks/mitigations.)	
Project implementation will continue regardless of external challenges/influences	Covid-19 pandemic affects OU/WVZ availability due to illness, childcare, load shedding, connectivity etc	OU/WVZ staff required to work from home. OU work demands reviewed / prioritised as appropriate, with support sought from other team members as needed. WVZ staff instructed to work from home, although some staff are allowed to attend the office on an alternating basis where required. Modem is to be purchased for Project Coordinator to allow home working. Load shedding identified as an issue, with shortages up to 12 hours common. Diaries remain flexible and meeting dates/times are planned at short notice to fit in with logistics / availability.	No
<p>6. Inclusion & accountability</p> <p><i>With reference to question 38 in section E of your original application and thinking specifically about the past 12 months, please use this section to tell us how you are mainstreaming through your project, ensuring that you are aware of and actively working to reach vulnerable and marginalised groups.</i></p>			

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6.1	<p>Is the project still relevant for the beneficiaries you are working with? Please highlight how you ensure accountability on the project, ensuring beneficiaries have the opportunity to feedback on the project and influence its development? (max 350 words)</p>
	<p>ZEST is considered highly relevant for beneficiaries (primary teachers, learners, school leaders, MoGE officials). Beneficiaries are actively encouraged to feedback on their ZEST experiences in order to influence its development:</p> <ul style="list-style-type: none"> • Participants are encouraged to share experiences/thoughts via group discussions and individual reflection/evaluation, both during and between workshops. A Cohort 3 What's App group allows OU to ask specific questions relating to course materials and Raspberry Pis; and enables participants to ask for support if required. This complements the existing WVZ support visits; and encourages contact with schools if/when face-to-face visits are not possible. • WVZ gather examples of how ZEST is being implemented as part of monitoring visits. This information is shared with both District Officials and OU (who use it to review ZEST materials/workshop approaches). Improvement stories are also identified and used in workshops, case studies, impact reports, etc. • Some beneficiaries shared their experiences on camera, for use as part of audio/visual course materials. • Cohort 1 & 2 participants/Officials have been encouraged/supported to share their ZEST experiences first-hand with each other, through workshops/meetings in their own and other districts/schools. They were also encouraged to give specific advice for sharing with Cohort 3 ahead of their initiation. • Cohort 1 District Officials are continuing to support schools in the embedding of ZEST approaches. They participated in the Raspberry Pi proof-of-concept; and have expressed a desire to scale-up as soon as possible. • Ahead of all workshops, a meeting takes place with District Officials/School Leaders to share experiences to date and to focus on their roles as leaders and learning support. • OU/WVZ meet with MoGE TESS officials during every visit to Zambia, both as a courtesy and to provide a progress update; while WVZ have a regular engagement plan with MoGE. Annual Steering Group meetings take place with MoGE/WVZ/OU to review progress and prepare for future activities. • MoGE HQ Officials have acknowledged that this is the last (academic) year of co-design and have declared an interest in joining WVZ for monitoring activities. A retreat was proposed by MoGE to review progress and to prepare for scale-up/beyond; this will be scheduled in the coming months. <p>Wordcount: 350</p>

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6.2	Do you have an awareness of particularly vulnerable or marginalised groups within the community in which your project is working? Please give details on how you are disaggregating data to recognise these groups across the project. (Max 350 words)
	<p>The ZEST project does not focus on marginalised groups as such, rather it is focused on the provision of teacher training materials to encourage the use of active-learning approaches which foster a culture of inclusion. Inclusive teaching is promoted as being the responsibility of all teachers. A significant finding from Cohort 1 was that students previously labelled as 'slow' were more capable than previously thought.</p> <p>The project is working with schools in a variety of settings i.e. rural, urban and peri-urban, in a bid to identify if this has an impact on the implementation of ZEST and SBCPD. Rural schools, for example, can be vulnerable in terms of access to CPD and logistics (e.g. rainy season). In addition, community schools can be marginalised in terms of access to resources. This project is looking at ways to ensure all teachers, regardless of location/resources, are provided with access to the same level of ZEST SBCPD training/materials. Raspberry Pi, for example, has been identified as a possible method for providing access to online materials for those with limited/no internet connectivity and IT equipment, with chargers to suit their local electricity supplies (e.g. solar battery packs for those without electricity/solar panels).</p> <p>Wordcount: 197</p>
6.3	How is your project working to actively meet the needs of these vulnerable and marginalised groups, ensuring they are benefiting from the project? Please outline any mechanisms you are using. (Max 350 words)
	<p>Through an emphasis on inclusive teaching and promotion through the materials of the principle that all children can learn given the right support, ZEST is reaching children who were previously given less attention and who had been labelled as 'slow' or 'dull'.</p> <p>ZEST has also enabled all teachers to be actively involved in SBCPD practices. Zambia's SBCPD is organised around 'Lesson Study'. Previously, most teachers were passive participants as they would take part in collaborative planning but would not have the chance to teach lessons themselves. ZEST involves all teachers as equal partners. It asks that they all contribute by trying out new activities in their classrooms and removes the dominance by the few who volunteered to teach formal 'demonstration' lessons. One of the findings from both Cohorts 1 and 2 was that taking part in ZEST had improved the atmosphere in the school, with teachers working together more collaboratively and more willing to ask for help.</p> <p>Wordcount: 157</p>
6.4	Taking into consideration some of the challenges of mainstreaming, please describe any challenges you have faced in reaching vulnerable and

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	<p>marginalised groups, how you have overcome these or plans you have developed to support inclusion on the project. (Max 350 words)</p>
	<p>Before ZEST, there was an expectation amongst teachers that good teaching involves following a set of rules. In reality it is much more complicated, which is why Lesson Study, in its original form, has not delivered the promised improvements in learning outcomes.</p> <p>One of the challenges highlighted by the ZEST way of working is that as teachers adopt more inclusive practices, they learn more about their students and become more aware of the difficulties and differences that they face. This can give rise to questions which do not always have a general answer, but where specific or individual circumstances need to be taken into account. The structures and processes put in place with ZEST, based on mutual support and collaboration among teachers, will be very important as they become more aware of the possibilities and come to see teaching as a problem-solving activity based on different learners' needs, rather than simply a matter of following the rules. This will help them to recognise and support vulnerable and marginalised children more effectively.</p> <p>Wordcount: 171</p>
<p>7. Financial information</p> <p><i>This section will be reviewed alongside your budget report, which should be included alongside your narrative and logframe. Please ensure this spreadsheet is completed with both a detailed breakdown of expenditure for this financial year, along with your projected spend for the next financial year.</i></p> <p><i>Please note carry-over of funds to the next financial year should have been agreed with the Scottish Government by January 31st of the current financial year.</i></p>	
<p>7.1</p>	<p>With reference to your budget spreadsheet, please give a detailed explanation of any variances between planned and actual expenditure, including reasons for the variances and whether these are as a result of timing issues, price achieved, quantity etc. If these are temporary variances, please outline plans for expenditure. (Max 500 words)</p> <p>In-Country Staff Underspend = £5,488</p> <ul style="list-style-type: none"> • WVZ staff reprofile proposal, approved 14/08/19. • Revised salaries could only be applied once Labour Commission approved WVZ's proposal; backpay was not possible. • Temporary staff member joined the team late due to recruitment delays; alternative pay rates applied. • Some variances resulting from exchange rate fluctuations. • Staff salary budget will be revised as part of the overall budget review. <p>Travel & Subsistence Underspend = £12,312</p> <ul style="list-style-type: none"> • WVZ Fuel, Accommodation and Subsistence budget lines originally catered for multiple WVZ colleagues participating in all activities. This year,

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the Project Coordinator was the main participant/traveller for most activities. These budget lines will be reviewed as part of the overall budget review.

- Vaccinations, Transfers – minimal vaccinations required; airport transfers cheaper than anticipated and, in some cases, facilitated by WVZ.
- Car Hire – majority of in-country travel facilitated by WVZ therefore reducing the need for car hire/taxis.

Travel & Subsistence Delayed Spend = £2,932

- March trip to Zambia postponed due to security concerns followed by covid-19.
- M&E invoice has not yet cleared.

Implementation Underspend - £6,732

- Filming costs slightly less than anticipated.
- Savings in C2 Evaluation enumerator training/data collection as activity completed ahead of schedule.
- Some variances resulting from exchange rate fluctuations.
- OU PCF9 ticket cheaper due to GBP/USD exchange rate; WVZ Scottish hotel/visa costs less than anticipated; conference cost unexpectedly covered by WVZ.

Implementation Delayed Spend - £122,863

- Output 1 (co-design):
 - Cohorts 1, 2, 3 activities are ongoing until December 2020.
 - Filming – 1 editing day postponed due to bereavement.
 - Digital course production – course extended from 1 to 2 years; material rewritten to reduce text/incorporate AV; investigating both Mazi and Moodle formats as part of Raspberry Pi Pilot.
 - Printing – C3 printing reduced for Term 1 as part of Pilot; request received to increase printed material for Term 2.
- Output 2 (scale-up):
 - These budget lines should apply to Cohort 4 which doesn't start until December 2020.
 - Digital course material development is ongoing; and course extended from 1 to 2 years.
- Output 3 (MoGE):
 - MoGE Retreat postponed until further notice, due to staff changes/security concerns/covid.
 - March trip to Zambia postponed due to security concerns/covid-19.
- M&E: invoice has not yet cleared.

Capital Overspend - £790

- Battery packs required for Raspberry Pi Pilot. Agreed with Scottish Government 20/04/2020 to report as capital overspend and fund from existing underspends.
- Request approved 25/03/20 to purchase a Modem for WVZ Project Coordinator to allow home working. It was agreed to fund this from

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	<p>underspends. Also marked as delayed spend as procurement still underway.</p> <p>Capital Delayed Spend - £6,800</p> <ul style="list-style-type: none"> • In light of Raspberry Pi pilot, discussions are underway with MoGE as to best use for tablets. <p>Other</p> <ul style="list-style-type: none"> • 17 pence (rounding difference) was added to National Staff costs at End of Year 2. This was omitted from the WVZ staff reprofile proposal in error and has therefore been added to the Scottish Staff costs and reported as a true underspend. <p>Wordcount: 484</p>
7.2	<p>Please give details of any capital expenditure in this reporting period. (Max 350 words)</p> <p>The following capital items were purchased during this reporting period:</p> <ul style="list-style-type: none"> • A total of £2,678 was spent on Raspberry Pi pilot: <ul style="list-style-type: none"> ○ 30 Raspberry Pi starter packs for use during both the Proof-of-Concept activity and Pilot. (Note, 31 were originally purchased but one faulty device was returned to supplier). ○ 23 spare SD Cards for WVZ/District Offices to hold in the event of issues during the proof-of-concept/Pilot. ○ 20 battery packs to provide a power source to the Raspberry Pis during proof-of-concept and Pilot. • An OU Moodle server was upgraded at a cost of £1,200, in order to support Moodle course development/testing as part of the Raspberry Pi pilot. • Permission was granted by Scottish Government on 25/03/20 to purchase a modem for the WVZ Project Coordinator, to facilitate home working as part of the covid-19 response. Procurement is underway and this is marked as 'delayed spend' on the budget report. The estimated cost is £60. <p>Wordcount: 154</p>
7.3	<p>Please explain how you have worked to ensure cost effectiveness on the project in the past 12 months, whilst maintaining the quality of delivery. (Max 350 words)</p> <p>The ZEST project is benefiting from both OU and WVZ's well-established, large and regularly audited procurement policies/systems/approaches. WVZ also tends to procure at a global level in order to ensure good value for money.</p>

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The project team are mindful of minimising costs where possible, such as aiming to ensure flights are booked far in advance to secure the cheapest deals, and efficient time management.

The project team continue to learn lessons both from experience and from other projects/sources. Key examples of this include:

- Innovative ideas, knowledge exchange and lessons from other OU/international projects have led to the piloting of an alternative way of delivering digital course materials. Initial thinking is that this new technology (Raspberry Pis) could provide more value, in terms of robustness, features and sustainability, than the original plan (SD Cards) for approximately the same cost. By undertaking both a proof-of-concept exercise and a fuller pilot, this will allow the team to determine the most appropriate and cost-effective model for digital delivery.
- The workshop model has evolved with each Cohort, building on both lessons and the need for ownership to transfer from OU/WVZ to MoGE/Province/Districts. As a result, workshop costs have reduced over time; and options are being explored in order to identify the most useful/sustainable/cost-effective way of using the funds.
- Options are being explored in relation to district monitoring, to ensure the most appropriate and cost-effective model is identified for each district to suit their local circumstances and infrastructure. Different approaches will be explored during 2020 to ensure the most appropriate one(s) is in place ahead of scale-up.
- By the end of programme, all resources that have been produced will be made available as OER on the OpenLearn Create website. This, alongside the engagement of the MOGE, means that the programme will be sustainable and can continue without proactive OU/WVZ involvement. The resources will also be accessible and adaptable by other interested Governments and agencies across Africa.

Wordcount: 324

8. Any other information

Use this section to tell us any other relevant information regarding your project. (Max 500 words)

Scottish Government approved a request 28/02/20 for the ZEST project to undertake a full budget revision for Y4/Y5. The project is at a critical point, coming towards the end of co-design and moving into scale-up; therefore, providing a great opportunity to take stock of lessons/successes/challenges to date and ensure the scale-up plan/budget are reflective of these. The intention was to submit a budget proposal alongside this Report; however, this has been delayed due to covid-19. A budget review will be undertaken as soon as possible, once the Zambian Government have advised next steps in relation to school closures.

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Project team members have presented at/attended the following conferences and prepared a publication in recent months to share knowledge, lessons and learnings in relation to ZEST:

Conferences:

- August 2019: Distance Education for Teachers in Africa (DETA), Nigeria: *A digital approach to school-based professional development.*
- September 2019: Pan Commonwealth Forum (PCF9), Edinburgh: *Taking ownership: including all in School Based Professional Development.*

Publications:

- Journal of Learning for Development (JL4D) (open access), approved for publication in November 2019: *Supporting open practices with teachers in Zambia*

Other:

- Scotland's First Minister referred to the ZEST programme during an OU 50th Anniversary [speech](#).
- There is high interest in Raspberry Pi pilot from PCF9 attendees, the new OU Vice-Chancellor and OU researchers. An OU knowledge-exchange session has been scheduled for April 2020, and consideration is to be given to including an awareness session in a future Scottish Government grant holder meeting.

We will continue to maintain regular communications with Scottish Government about project progress, opportunities and challenges and determine mutually agreed ways forward.

Wordcount: 264