

Scottish Government Zambia 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):	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: 01/4/2018 To: 31/3/2019		
1.6	Reporting Year:	Year 2		
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 IDF*	£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.			
	Outcome/Output	Proposed Change	Reason for Change	Date Change Approved and by Whom
	Impact Indicator 1	Progress to be recorded in the end of year report each year, when the Zambia Educational Statistical Bulletin is published	Progress on this indicator is derived from the annual Zambia Educational Statistical Bulletin which is published by MoGE around March	January 2019 [REDACTED] (following mid-year report)
	Impact Indicator 2 and milestones	Following the baseline study, a second impact indicator has been proposed at the request of Scottish Government to measure percentage of children progressing from grades 1-7 (disaggregated by	Progress on this indicator is derived from the annual Zambia Educational Statistical Bulletin which is published by MoGE around March	January 2019 [REDACTED] (following mid-year report)

	gender). Progress to be recorded in the end of year report each year, when the Zambia Educational Statistical Bulletin is published		
Outcome Indicator 1, definitions, measures and milestones	Following the baseline study, details of how progress will be defined and measured against this indicator has been added to the logframe and the milestones adjusted. Progress will be measured through an annual mini study involving interviews, questionnaires and classroom observations of teachers participating in the ZEST training activities. Data will be presented in the end of year report.	Collection of data for Outcome Indicator 1 will require deployment of enumerators to undertake classroom observations and interviews. Given the cost of undertaking such an exercise, we plan to monitor the progress of Cohort 1 just once – in February/March 2019 – after they have completed the ZEST training programme.	January 2019 [REDACTED] (following mid-year report)
Outcome Indicator 2	Following the baseline study, details of how progress will be defined and measured against this indicator has been added to the logframe and the milestones adjusted. Progress will be measured through an annual mini study involving interviews, questionnaires and classroom observations of teachers participating in the ZEST training	Collection of data for Outcome Indicator 1 will require deployment of enumerators to undertake classroom observations and interviews. Given the cost of undertaking such an exercise, we plan to monitor the progress of Cohort 1 just once – in February/March 2019 – after they have completed the ZEST training programme.	January 2019 [REDACTED] (following mid-year report)

	activities. Data will be presented in the end of year report.		
1.12	Supporting Documentation Check box to confirm key documents have been submitted with this report	Up to date Logical Framework, which reflects any changes detailed above.	<input checked="" type="checkbox"/>
		Up to date Budget Spreadsheet	<input checked="" type="checkbox"/>
		Recent Case Study	<input checked="" type="checkbox"/>
1.13	Please highlight any actions identified by the Scottish Government in your most recent review. Please tell us about what action you have taken to address this feedback, if relevant.		
Scottish Government Feedback:		Action taken:	
Any underspend from Year 2 needs to be used in Year 3 on the additional in-country staff costs projected to be £3,200.		<ul style="list-style-type: none"> - World Vision have been working through HR processes to upgrade the new project coordinator's remuneration package to bring this into line with the same role on other projects; - A full reprofiling will be undertaken for year 3 onwards in May, drawing on what we have learned about staffing levels required to implement ZEST effectively. 	
Report Author:		Signature:	
[REDACTED]		[REDACTED]	

2. Progress and Results

Please use this section to give an update on the progress the project has made during this reporting period. This section will be reviewed together with your Logical Framework and budget spreadsheet.

2.1	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 and any challenges you have experienced, detailing how you have overcome these. (Max 500 words)
	<p>Despite early challenges (including a cholera outbreak January 2018 and leaked exam papers October 2018) and associated delays, the project is currently delivering on and, in most cases, exceeding its output targets. Over 500 teachers, school leaders and Ministry of General Education (MoGE) officials have been actively involved in the co-design of the ZEST School Based Continuing Professional Development (SBCPD) programme through testing, using and implementing it in their schools.</p> <p>The enthusiasm is palpable. District officials are already helping co-deliver training workshops and the feedback has been hugely positive. Indications are that the programme is providing useful, practical training; TESSA teaching examples are helping teachers to plan engaging learning activities</p>

for their lessons; more collaborative planning is taking place amongst teachers; and the collaborative training approach is fostering more harmony amongst colleagues.

One MoGE Official stated “I am aware that the ZEST project is of great impact in the selected schools”. WVZ have said that the “impact of the program is already adding value to the teaching fraternity as the teachers in Chisamba and Kabwe Districts are eager to learn and therefore sharpen teacher pedagogical skills”. This is further demonstrated by Chisamba District’s request to upscale the project to all its schools, well ahead of schedule.

In April 2018, the ZEST SBCPD model was finalised with the MoGE and representatives from target schools. The programme was then launched in May 2018 with 17 schools/247 participants in Cohort 1 (C1), in 3 zones in Chisamba district. Through series of workshops, the schools were introduced to the SBCPD model, the focus teaching approaches for that term, and a first iteration of the training materials. Subsequent workshops in September 2018, and in January 2019, introduced the second and third term materials and reviewed implementation to date. Feedback received helped refine the programme and training as part of the co-design process.

In December 2018 a Steering Group meeting with MoGE reviewed progress and confirmed plans for 2019. The programme was then launched with a second Cohort (C2) of 6 schools/255 participants in 3 zones in Kabwe District. C1 MoGE officials participated in the C2 workshops alongside facilitators from the OU and WVZ, sharing what they’d learned and their experiences with their colleagues in this new District.

There have been challenges around changes in personnel at MoGE, WVZ and OU. All have worked hard to provide cover, maintain continuity, and keep implementation on track. Proactive engagement has been ongoing with incoming colleagues within MoGE.

Through the workshops and regular joint monitoring visits, a better understanding has developed amongst MoGE colleagues and teachers of how ZEST builds on and helps operationalise the Ministry’s existing CPD framework.

The issue of per diems has been successfully tackled at school workshop level, through delivering more workshops in hub schools so that teachers are not having to travel far or be ‘out of station’. Unfortunately, the issue does continue to impact on some MoGE colleagues attending some key meetings and taking part in monitoring activities.

Wordcount: 495

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

	<p>how you anticipate any changes in focus will impact on the previously agreed outcomes. (Max 250 words)</p> <p>The focus of the programme and plans for delivery have not changed.</p> <p>Looking ahead to the scale-up phase (y3-5) we see exciting opportunities to innovate around the use of affordable technologies to provide access to digital learning in a cost effective and effective way, ensuring the training is available to teachers in even the hardest to reach/most remote locations.</p> <p>One possibility is using Raspberry Pis, which are small, inexpensive and highly portable mini computers which can provide battery powered intranet storage and wifi capability in remote or offline and off-grid locations. We used Raspberry Pis at the C1 workshops 2018, and connections have been made with other international development and technical projects. We intend to look at developing a formal pilot early in y3 to see if these could effectively be scaled up to provide the ZEST SBCPD programme more broadly to all schools.</p> <p>Wordcount: 144</p>
2.3	<p>Taking into consideration what you have achieved during the last year, along with any challenges you have experienced, please highlight to us what <u>lessons you have learned</u> in this reporting period, and how these will be applied in the project in the future. (Max 250 words)</p> <p>We have learned that January – May is not a good time to film and record AV in schools because of the rainy season affecting access and noise. The recording will be done in July 2019 instead.</p> <p>We have learned that more implicit guidance is needed for District, Zone and School in-service coordinators implementing the SBCPD programme with their schools. An Implementation Handbook was developed. It is being used by C1/C2 schools and will be refined for C3 and scale up.</p> <p>We have learned about more effectively working with MoGE colleagues—none of whom have experienced the sorts of teaching they are being asked to promote—to implement ZEST. Through a process of reflection and discussion a strong collaboration has developed. District colleagues are co-facilitating workshops and engaged in project monitoring. These lessons will be important in developing effective implementation models during scale up.</p> <p>We are also learning about the most effective presentation of the training for teachers in Zambia. From the C1 evaluation data, we are looking to understand whether we've got the learning design just right. Some teachers are doing a whole lot more group and pair work with their classes; others however, seem to approach this in a much more linear way, using the teaching approaches for that term but not necessarily building term-on-term on the previous approaches, as expected. We will interrogate this further in May, to understanding how teachers are using the approaches in their lessons. This will inform refinements in how the training is presented.</p>

	Wordcount: 250	
2.4	<p>Project Impact In the table below, please list each of your project Impacts, 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 be updated within the logframe</p>	
Impact: To contribute to improved quality of teaching and learning experiences for children in primary schools in Zambia		
	Impact Indicator	Milestone / Achievement
	1.1 % of children repeating grades 1-7, disaggregated by gender	6.8% male 6.3% female
	1.2 % of children progressing from grades 1-7, disaggregated by gender	6.8% male 6.2% female
		88.23% male 89.16% female
2.5	<p>Project Outcomes 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. Progress should also be updated within the relevant fields of your logframe</p>	
Outcome: Primary teachers in Zambia's Central Province improve the quality of their classroom practice		
	Outcome Indicator	Milestone / Target
	1.1 % of time participating teachers spend demonstrating improved classroom practice (above the baseline, measured by the median proportion of time learners are working / talking in groups or pairs, in a sample of observed lessons)	8%
		0%
		It is recognised that the expected outcome has not been achieved. It is early days, and this is very much the purpose of the 3-cohort co-design and refinement phase (y1-3) and the evaluation of cohort 1, from which the above has been measured. This is critical to the process of ensuring an effective programme is developed and we anticipate building on these findings to refine the programme. Initial analysis of the data

	<p>indicates that while some teachers are doing a whole lot more and better group work and pair work, many teachers appear to be adopting a linear approach to the use of key teaching approaches presented in the ZEST training materials, focusing on the specific teaching approaches for that term rather than building term on term as expected. For example, pair work is introduced in Term 1 and successfully used in lessons; group work is introduced in Term 2 and successfully used in lessons, but then pair work is used a lot less. This will be investigated further when we are in Zambia for the next round of workshops (May 2019), through further interviews with teachers, and in the immediate consideration will be given to strengthening the message through materials, workshops and monitoring that ZEST approaches are to be built on as opposed to taken in isolation. It is also anticipated that the new MoGE policy directive regarding primary teacher specialisation will contribute to an increased use of these teaching approaches as teachers will be able to strengthen their skills in a smaller number of subject areas as opposed to all.</p>
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<p>1.2 % of participating schools implementing the school based professional development programme, recording an increase in collaborative work amongst teachers (above the baseline, measured as participating schools which hold ≥ 3 TGMs per term)</p>	<p>45%</p>	<p>43%</p> <p>While disappointing that we haven't yet met this target in terms of the consistent number of TGMs held in schools, we are confident that we are shifting the quality of these meetings. There are solid examples about how schools are holding more and better TGMs, that the TGMs are providing the intended spaces for effective SBCPD, and that the collaborative approach is fostering more harmony amongst colleagues.</p> <p>Some of the lack of movement is simply down to the harsher measure of the indicator used, which requires schools to have 3 or more TGMs in each term and does not provide room to 'catch up' next term if a school has fallen behind. We are looking at this and whether this is the right approach, or whether it might need to be adjusted to provide needed flexibility.</p>
<p>Please add additional Outcomes / indicators as required</p>		
<p>2.6</p>	<p>Project Outputs 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 be updated within the logframe</p>	
<p>Output 1: School-based professional development programme co-designed and tested by primary teachers, school leaders and educational officials in Zambia's Central Province</p>		
<p>Output Indicator</p>	<p>Milestone / Target</p>	<p>Progress</p>

<p>1.1. Number of teachers/School Leaders/Education officials engaged in co-designing and testing of school-based professional development programme</p>	<p>200</p>	<p>502 (C1=247, C2=255)</p> <p>This figure is higher than planned due to the delayed start of C1 (from January to May 2018) and the overlap of 1 term with C2 (January to March 2019).</p> <p>Numbers of teachers/school leaders/education officials will continue to be monitored and considered ahead of C3.</p>
<p>1.2 Number of Teacher Group Meetings held where school leaders and teachers are actively participating in and testing the school-based professional development programme</p>	<p>60</p>	<p>154 (C1=136, C2=18)</p> <p>The number of TGMs is higher than originally anticipated due to the delayed start of C1 and overlap with one term of C2. It is also worth noting that there are fewer schools in C2 (6) than C1 (17) therefore the number of TGMs could reduce as the project progresses, though we are confident it will stay on track in terms of these targets.</p> <p>The importance of TGMs, the role of Headteachers and District Officials, and the lessons from schools that successfully use TGM meetings are all currently being factored into the ZEST materials, workshop plans and monitoring as part of the co-design phase for C2.</p>
<p>1.3 Number of school-based professional development programme</p>	<p>0</p>	<p>14 course units have been developed and are</p>

course units (online and offline) created for teachers, school leaders and education officials		continuously being refined as part of the 3-cohort co-design process. Current these units are being provided in print for offline access. These will be finalised and provided digitally and online in y3 and y4.
1.4 % of participating teachers recording use of collaborative classroom practices	10%	47% The use of Teacher Notebooks is growing, as recognised through workshops and monitoring activities. It is intended to continue to promote the use of this tool through workshops, materials, monitoring and TGMs.
Output 2: School-based professional development programme actively implemented by teachers and school leaders in Zambia's Central Province		
Output Indicator	Milestone / Target	Progress
2.1 Number of schools in Central Province reached by the school-based professional development programme (online and offline)	10	23 (C1=17, C2=6) This number is higher due to the delayed start of C1 and the overlap of one term with C2. Although the number of schools in C2 is less than the target, they are significantly larger schools than the ones in C2. This gives the project the opportunity to consider the approaches in both large and small schools, in urban, peri-urban and rural settings.
2.2 Number of teachers reached by the school-based teacher professional	200	428 (M=277, F=151) (C1=196, C2=232)

development programme (online and offline) (disaggregated by gender)		<p>This figure is higher than anticipated due to the delayed start of C1 and the overlap of one term with C2.</p> <p>Numbers of teachers/school leaders/education officials will continue to be monitored and considered ahead of C3.</p> <p>It has also been noted that in some schools, lower secondary school teachers are also participating in ZEST which is great, but from a monitoring perspective the project is only focused on and reporting on primary school teachers engaged.</p>
2.3 Number of school leaders reached by the school-based teacher professional development programme (online and offline) (disaggregated by gender).	10	<p>46 (M=28, F=18) (C1=34, C2=12)</p> <p>This figure is higher than anticipated due to the delayed start of C1 and the overlap of one term with C2.</p> <p>Numbers of school leaders will continue to be monitored and considered ahead of C3.</p>
Output 3: Ministry of General Education (MoGE) officials trained in implementing school-based professional development programme in support of operationalising the MoGE national In-Service Strategy		
Output Indicator	Milestone / Target	Progress
3.1 Number of Zone In service Coordinators (ZICs) and MoGE officials trained in implementing school-based professional development programme,	3	28 (M=12, F=16) (C1=17, C2=11)

disaggregated by gender and location/zone		<p>This figure is higher than anticipated due to the delayed start of C1 and the overlap of one term with C2.</p> <p>Numbers of ZICs and MoGE Officials will continue to be monitored and considered ahead of C3.</p>
3.2 Number of zones in Central Province which have developed a model for implementing the school-based professional development programme	2	<p>6 (C1=3, C2=3)</p> <p>Schools in 3 C1 zones and 3 C2 zones have developed a model for implementing SBCPD.</p>
3.3 Number of zones in Central Province implementing the school-based professional development programme	1	<p>6 (C1=3, C2=3)</p> <p>Schools in 3 C1 zones and 3 C2 zones have/are implementing the SBCPD programme.</p> <p>C1 has expressed an interest in upscaling the programme to all schools in the district ahead of schedule. The logistics of this are under consideration.</p>
2.7	<p>If data is not available to update progress against planned milestones or targets for any Outcome or Output indicators, please provide an explanation below, including how you plan to overcome any gaps in monitoring data. (Max 250 words)</p>	
	N/A	
2.8	<p>Have any evaluations/ reviews been produced during the reporting period? Please give details of these below, including any key recommendations from these and how they will be addressed. Please attach any evaluations to the report. (Max 200 words)</p>	
	<p>Data collection of C1 was conducted in late March 2019 to derive progress against the logframe outcomes.</p>	

The personnel changes at MoGE led to a delay in undertaking the data collection, as MoGE required to be informed before it could start, and the changes meant it was difficult to engage with the appropriate staff.

In the end, eight schools were visited (almost half of C1) and 15 teachers were interviewed, and their lessons observed. These data are now informing a more complete evaluation. An evaluation report will be produced and shared in the following weeks.

Wordcount: 95

2.9 Changes to Logframe
Please outline any changes you have made (with permission from SG) or would like to propose, to your logical framework. Please include full justification for proposed changes below.

Indicator no	Proposed change	Reason for change	Date Change Approved and by Whom.
Have you included an updated version of your logical framework, which reflects these proposed changes?			Yes

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.

3.1 Please give an update on how partnership working has progressed during this reporting period, letting us know about any highlights, challenges or changes to roles and responsibilities. (Max 350 words)

The OU, WVZ and MoGE partnership has continued to demonstrate strength, adapting to changes, and delivering an effective programme:

- WVZ supported the Scottish Minister’s visit to Liteta Primary School in September 2018.
- WVZ and MoGE led workshops in January 2019. These increased both WVZ and MoGE officials’ understanding and ownership of the programme.
- C1 District Officials/Teachers attended C2 workshops to share their experiences with participants. This provided a great sense of ownership and collaboration.
- Joint WVZ/District school monitoring/support visits have taken place.
- MoGE Provincial Resource Centre Coordinator provided coaching/mentoring to the schools during visits and shared examples of how other schools manage TGMs.
- WVZ trained enumerators to collect the C1 evaluation data and the Chisamba DEBS Office supported this exercise.

	<p>In terms of challenges, unexpected personnel changes at MoGE led to the postponement of some key meetings and agreements while posts were vacant and incoming colleagues settled in to their new roles. There have been some challenges around availability, to brief new senior staff on key project aspects and secure timely support on key issues. Despite the impact and the need to develop new working relationships, WVZ have been a strong partner and good progress is being made. In a recent meeting the new Permanent Secretary commented “I am aware that the ZEST project is of great impact in the selected schools in Central Province”.</p> <p>A series of personnel changes have also taken place at OU (Project Manager) and WVZ (M&E Specialist, Project Coordinator). While this has not directly impacted on planned ZEST project activities, it has led to delays in the timely receipt of information for reports, financial updates etc as new staff get up to speed with the project.</p> <p>Ongoing monitoring/support visits to C1 schools and how this will be achieved with limited capacity at district level is creating a concern that schools may relax on the implementation of ZEST activities. However, Chisamba District has stated a desire to upscale ZEST to all schools as soon as possible, demonstrating their strong commitment. This will be explored further early in y3.</p> <p>Wordcount: 342</p>
3.2	<p>How are you monitoring and assessing your partners capacity to manage and deliver the project as it progresses? Please outline any plans for training, capacity building or shared learning between your organisation and your partner (s). (Max 300 words)</p>
	<p>Regular communications take place between OU and WVZ, including:</p> <ul style="list-style-type: none"> • Fortnightly skype meetings • Monthly progress and financial reports • Frequent email and skype exchanges • Visits to Zambia <p>The OU's Director of International Development, Education Senior Project Manager, and WVZ's Country Director and Programmes Director met in April 2019 to look at key areas to grow the partnership around the key areas of innovation for delivering learning, M&E, engagement with MoGE and disseminating evaluation learning in key international forums. As a result, communication will be reviewed and, where possible, strengthened with the introduction of the new OU PM.</p> <p>WVZ's confidence with the project has increased over the last year, resulting in WVZ taking the lead in delivering workshops with District Officials and undertaking school monitoring visits. They are providing a good level of support and encouragement to districts; and are identifying examples of improvement stories through their visits.</p>

Communications are also leading to the sharing of information/feedback about the ZEST materials and teachers' experiences which can be factored into future workshops.

Plans for training, capacity building and shared learning include:

- Exploring the possibility of a joint innovation pilot around the use of Raspberry Pis to enable access to online material, and partnership working between the OU technical team and WVZ technical team.
- Video filming in participating schools is planned for July 2017, which will involve an OU project team member experienced in the filming of educational videos working closely with WVZ staff and a local film crew.
- Putting in a paper to co-present at the PCF conference in Edinburgh in September 2019

Wordcount: 259

3.3 Please give details below of all visits to country during this reporting period, the purpose and outputs of each visit.

Date of visit	Key achievements / outputs of visit	Follow up actions
April 2018	<p>Meeting with representatives from Chisamba District and target schools hosted by MoGE to provide clarity around how ZEST is building on Zambia's existing CPD programme (and is not an additional or parallel programme) and finalise the model.</p> <p>Meeting with WVZ staff to discuss activity plan and roll out of project to C2. Agreed that C2 schools would be based in Kabwe district to help broaden demographic of schools and teachers participating in the co-design phase (C1 schools in Chisamba are very rural, and medium to small in size. We're hoping to test the ZEST training and approaches with more medium and large urban and semi-rural schools in Kabwe).</p>	<p>Workshops and teaching materials for C1 in May 2018 emphasised how ZEST builds on teachers' existing CPD programme.</p> <p>Meeting held in October 2018 between WVZ and MoGE officials from Kabwe District to discuss which schools would participate in ZEST workshops as part of C2.</p>
3-11 May 2018	Launch meetings and 7 whole-school workshops with 17 C1 schools in 3 zones of Chisamba district.	All schools provided with ZEST training handbooks, teacher notebooks, facilitator handbooks, Zambia Curriculum guides and

		<p>Teacher Education in Sub-Saharan Africa (TESSA) teaching materials.</p> <p>17 C1 schools holding regular Teacher Group Meetings to work through the training and collaborative CPD activities throughout the school term.</p> <p>Ongoing visits by WVZ, with MoGE officers, to support the schools' implementation of the ZEST training activities.</p> <p>Monitoring of schools' progress and implementation.</p>
<p>27 August – 6 September 2018</p>	<p>Three-day design workshops and meetings with OU Academics, WVZ staff, District Education Officials and representatives from zonal schools in Chisamba to draw lessons, build understanding and capacity, and help further refine the ZEST training and implementation model. In these workshops we trialled the use of Raspberry Pis to access the training resources in digital formats and share photos and documents. (Raspberry Pis are small, portable and inexpensive mini computers, which can provide computing, storage and wifi capability in remote or off-line and off-grid locations: https://www.raspberrypi.org/)</p> <p>Second set of 7 whole school workshops (over 4 days) in schools to</p>	<p>Stage 2 trials of the Raspberry Pis as a possible way of more teachers accessing the training materials.</p> <p>Second iteration of teaching materials redrafted for C2, taking into account the feedback from both District Officials and C1 teachers.</p> <p>Regular Skype calls between OU Project Manager and WVZ staff put in diary.</p>

	<p>gain feedback from C1 teachers on the ZEST training and teaching materials and activities. We also used the Raspberry Pis in these workshops.</p> <p>Newly appointed Project Manager at OU introduced to key WVZ colleagues, District Education Officials and key staff at zonal schools in Chisamba district.</p> <p>Meetings with WVZ staff to discuss activity plan, logframe, financial reporting, monitoring of project, safeguarding and activity planning for Year 2 Q 3.</p>	<p>Activity plan updated.</p> <p>Agreed to review safeguarding policies of both organisations and implement the one that is the most stringent, and that WVZ would report on a monthly basis on whether there have been any safeguarding incidents</p> <p>World Vision liaised with Scottish Government officials to finalise details of visit to Liteta School.</p>
<p>3-14 December 2018</p>	<p>Steering Group meeting at MoGE to provide an update on the ZEST (and TESSA) projects.</p> <p>Meetings with WVZ to discuss evaluation of C1 schools, ongoing monitoring of C1 schools in partnership with Chisamba District Education Officials, filming in schools for BoC and the closing ceremony for C1.</p> <p>Design workshop with OU academics, District Education officials and representatives from schools in Chisamba to further refine the ZEST training and to provide school leaders with the material and skills to hold meetings within their schools on the third set of teaching approaches.</p> <p>Launch meeting and 5 whole-school workshops with 5 of the 6 C2 schools in Kabwe.</p>	<p>Meeting set up between WVZ and MoGE to sign off the baseline study.</p> <p>Quotes requested from local film crews. Sample and questionnaires agreed for evaluation plus evaluators recruited and trained. Monitoring tools developed for WVZ and District Education Officials, and for Headteachers to evaluate implementation of ZEST for their own purposes.</p>

		<p>Training Handbook for C2 adapted to take account of feedback received.</p> <p>Sixth whole-school workshop undertaken by WVZ in January 2019</p>
3.4	<p>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 300 words)</p> <p>Learning has been shared in the following ways:</p> <ul style="list-style-type: none"> • Learnings have been applied between C1 and C2 – materials have been updated, workshop approaches have been tweaked, engagement approaches with District Offices have been tweaked. • Some District Officials from C1 attended C2 workshops in Kabwe to allow the sharing of first-hand experiences. • 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 online formats, filming production etc. • WVZ are looking to implement frequent meetings with MoGE following various personnel changes. • Monthly briefing documents are prepared for the OU’s International Teacher Education and Development Bulletin (Internal) and International Development Office, to enable the sharing of ideas/learning across international development projects. • Key events are shared via the OUIS Twitter account, for example World Book Day. • To celebrate UNESCO International Literacy Day on 8th September 2018, Chisamba District organised a full day of activities for their teachers and stakeholders. During the previous ZEST workshops, the project team agreed to prepare a 4-page document which included the ‘Supporting reading and writing across the curriculum’ section from the nine teaching approaches to be disseminated to all attendants at the event. WVZ supported district officials with this event. <p>Wordcount: 206</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 300 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>	

- The MoGE-endorsed 'Lesson Study' model continues to underpin the ZEST approaches, although ZEST places a greater emphasis on peer learning and support rather than on staging 'model lessons'.
- The model for providing access to online materials is under review in light of innovations in other international projects. The provision of a BOC via Raspberry PI is under consideration and would be an international first, building on existing successful practices. If it is agreed to pursue this, collaboration would be required with wider OU and WVZ technical teams.
- 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 in to all areas of the curriculum.
- WVZ participated in meetings in Chisamba District of District/Provincial Development Coordinating Committees that coordinate development projects, in order to gather information on other projects in Central Province and avoid duplication. This will be considered for Kabwe District.

Wordcount: 180

4. Inclusion & accountability

With reference to question 38 in section E of your original application, 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.

4.1 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 250 words)

The ZEST project is considered highly relevant for the beneficiaries i.e. teachers in primary schools and the children they serve, school leaders and MoGE officials.

Beneficiaries are actively encouraged to feedback on their experiences with ZEST in order to influence its development. Examples include:

- Workshop attendees are encouraged to share their experiences and thoughts via group discussions and individual reflection/evaluation during workshops, and between workshops while in school.
- WVZ undertake school monitoring visits and gather examples of how ZEST is being implemented in-between workshops. Participants are encouraged to share their experiences with WVZ, and this information is shared with District Officials.
- WVZ share monitoring feedback and observations with the OU Academic Team, who in turn review the ZEST materials and workshop approaches.
- WVZ identify examples of improvement stories via monitoring visits, which are used in workshops, case studies, impact reports etc.
- Some beneficiaries will be given the opportunity to share their experiences on camera, for use in the BOC.
- Some C1 participants and officials attended the first C2 workshops in Kabwe to share their ZEST experiences first-hand.

	<ul style="list-style-type: none"> • Chisamba District Education Board Secretary stated that ZEST is to be scaled up to all schools in the Chisamba District. This statement has come ahead of schedule but clearly demonstrates the commitment to, and the value of, the ZEST approaches. • Ahead of all workshops, a meeting takes place with District Officials and School Leaders to share their experiences to date and to focus on their roles as leaders and learning support. <p>Wordcount: 248</p>
4.2	<p>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 250 words)</p>
	<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, thereby fostering a culture of inclusion.</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 the sense of less teacher resource. 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 recently been identified as a possible method for providing access to online materials for those with limited/no internet connectivity and IT equipment.</p> <p>Wordcount: 152</p>
4.3	<p>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 250 words)</p>
	<p>As above</p>
4.4	<p>Taking into consideration some of the challenges of mainstreaming, please describe any challenges you have faced in reaching vulnerable and marginalised groups, how you have overcome these or plans you have developed to support inclusion on the project. (Max 250 words)</p>
	<p>As above</p>

5. Financial Reporting

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.

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.

5.1 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 350 words)

In-Country Staff Underspend = £2911.05

- Lower than £7400 anticipated in January Underspend Report as new M&E specialist budget was approved and post instated immediately.
- Project Coordinator remuneration package still to be upgraded to keep in line with similar WVZ roles.
- Once complete, all WVZ project workloads/resourcing will be reviewed and comprehensive reprofiling proposal undertaken for Y3 onwards.

Travel & Subsistence Overspend = £789.46

- Late booking of 3 international flights in December 2018 due to exam paper leak delaying workshops.
- UK airport transfers and in-country subsistence costs higher than anticipated at start of project.
- We will review learnings and propose reprofiling some underspends to enable necessary international travel, transfers and subsistence within overall budget/underspend levels.

Travel and Subsistence Delayed spend = £8507.18

- Delays with final C1 workshop.
- Agreed move of filming/production into Y3.

Implementation Overspend = £651.21

- Slightly higher than anticipated enumerator payments.
- We intend to review the M&E framework and propose adjustments for Y3 onwards based on lessons learned, to ensure effectiveness and efficiency.

Implementation Delayed spend = £62,955.28

- Some M&E invoices have not yet cleared.
- Enumerator payments delayed due to an accounting coding error.
- Postponement of MoGE Steering Group meeting due to MoGE personnel changes.
- Agreed move of BOC filming/production to Y3.
- Some delays to C1 monitoring due to exam paper leak.

Capital Delayed spend = £4384.20

- Move of BOC filming/production to Y3.
- Delay in purchasing printer/scanner due to high costs.
- Innovative approach to delivery of digital content in off-grid offline environments using Raspberry Pis to be piloted in Y3; this will inform reprofiling proposals as appropriate.

Other

- Proposed reallocation of £150 from underspends to fund OU PM attendance at SIDA/PCF9 Conferences in September 2019, on behalf of ZEST.
- WVZ staff budget was reviewed during Y2, to allow for M&E resource – the staff budget underwent a slight reprofile and resulted in an overall reduction of £2951.22. This, along with the £68.40 true Y1 underspend, has been added to the ringfenced total for Y3.

Wordcount: 324

5.2 Please give details of any capital expenditure in this reporting period.

- 1 laptop was purchased for the WVZ project officer based in Zambia
- 4 Raspberry Pis and accessories were purchased and used in workshops to establish suitability for providing intranet functionality in offline off-grid situations in a Zambian context
- A printer/scanner was requested but not purchased due to the high cost

5.3 Please explain how you are working to ensure cost effectiveness on the project, whilst maintaining the quality of delivery. (Max 250 words)

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.

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. Three key examples of this include:

- The model of delivery changed as a result of the inability to pay per diems, moving from 2-day workshops in each zone to 1-day workshops in schools. This has created more work for the project team but is a more effective approach for teachers and provides better value for money.
- Some District Officials have co-facilitated workshops with WVZ earlier than anticipated, which has strengthened ownership of the ZEST approaches, reduced project costs and ensures sustainability of the initiative.
- Innovative ideas from other OU/international projects have led to a possible revision of the delivery of the online course materials. This is in the early stages, but initial thinking suggests it could provide more value for approximately the same cost.

Wordcount: 205

6. Any other Information

Please use this section to tell us any other relevant information regarding your project. If the additional information included within this section is urgent please ensure it is highlighted. (Max 250 words)

Scottish Government provided funding to the Open University and World Vision Zambia to allow the distribution of books to Cohort 1 schools in Chisamba District as part of World Book Day celebrations. This activity is currently underway and will be reported on duly.

The ZEST Project Team (OU) met with the Scottish Minister on 12th March to discuss progress to date. This was a useful discussion and the team were grateful for his time during what was a busy period due to Brexit discussions.

We would like to discuss how to best take the opportunity to share the experiences, learnings and achievements of the ZEST project at various key international conferences during the next reporting period, for example the Pan Commonwealth Forum in Edinburgh (<https://pcf9.org>), the Distance Education and Teacher Education in Africa Conference in Nigeria (<https://www.up.ac.za/deta-2019>), and the Education and Development Forum UKFIET in Oxford (<https://www.ukfiet.org/conference/>).

Wordcount: 147