



Ministry of General Education



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The ZESSTA legacy plan



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Introduction



This document sets out a plan for securing for the Ministry the best possible chance of completing what has been started, implementing what has been planned, consolidating gains made, etc. through ZESSTA's support. This has been referred to as 'locking in' – or safeguarding – ZESSTA's legacy.

The ZESSTA Steering Committee approved this activity during its extraordinary meeting on 4th December 2017, held primarily to review the technical close-down plan developed after confirmation on 25th October that the Facility would close as originally scheduled at the end of January 2018.

The plan completion was facilitated by ZESSTA advisers following these guidelines:

- Please complete the following table in collaboration with the natural TAP (technical assistance partner) for each activity in MoGE (or elsewhere, as appropriate).
- Help Ministry personnel to do this thinking; they are the ones who will take the work forward.
- Consider / include all activities in this year's workplan, including those that have been 'deferred' beyond ZESSTA.
- 'Potential partners' might be Zambian and international CPs, other GRZ institutions, other MoGE/MoHE actors.

All plans were signed off by their owners, as in the example below:

Activity #	Activity name (see workplan overview)	Status expected at ZESSTA close e.g. achieved milestones	What next? Legacy actions	Potential partners? (? = potential; ! = on board)	TA partner (TAP): name, position, signature
WS 9.5	Scoping study to support change and development in TVET learning experiences	Study and how-to booklet have been completed and shared with Acting DG TEVETA. The DG has requested a presentation to his senior staff to discuss the legacy of the report.	Core Advisor, Rob Smith to support National Advisor, Innocent Mulenga and Short Term Consultant, Collins Sakajila to arrange a meeting in January 2018 with the TEVETA Senior Management. UNESCO is supporting TEVETA and may be a source of funding for printing and distribution of the booklets.	UNESCO	Cleophas Takaiza, Acting DG TEVETA  9/10/18
WS 9.6	Long term technical assistance to support DODE	The long term national adviser has completed his programme of support.	DODE will continue to use the strategic documents to implement their quarterly plans and strategies	UNICEF and Zambia Open Community Schools	Bridget Moya, Director DODE  9/11/18

At its final meeting on 30th January 2018, the Steering Committee will consider how implementation of the legacy document might be tracked e.g. through the METC and, subsequently, PITC.

Lusaka, 29th January 2018

The legacy plan

See individual plans on file, containing original signatures.

Activity #	Activity name (see workplan overview)	Status expected at ZESSTA close e.g. achieved milestones	What next? Legacy actions	Potential partners? (? = potential; ! = on board)	TA partner (TAP): name, position, signature
Workstream 1: Strengthening public financial management (PFM)					
WS 1.1	Support to MoGE's Procurement & Supplies Unit to strengthen procurement at Ministry, province and district levels	<p>Training Needs Assessments and training plans for procurement and supplies management were prepared for central and subnational level.</p> <p>Manuals and standard operating procedures for procurement and stores management were drafted.</p> <p>E-GP training has been delivered to PSU staff through ZPPA (October-November 2017), a training on procurement assessments has been delivered and a ToT programme for procurement and stores management at subnational level was undertaken (November-December) and a training manual has been developed.</p> <p>A roadmap for rollout of procurement subcommittees has been prepared.</p>	<ol style="list-style-type: none"> 1. Roll out of the Procurement and stores management manual and associated standard operating procedures to all provincial education office, districts, college of education, boarding schools 2. Pilot Procurement and Stores management training in Eastern Province for the following: Provincial Education Office, all districts, Boarding schools, Teacher Training Colleges. 3. Discuss with ZIPS and ZPPA to develop training programmes (to be undertaken for one – three months) in procurement procedures. 4. Implement the developed and approved roadmap for establishing procurement subcommittees 	<p>! - USAID / AGIS project</p> <p>! - ZPPA</p> <p>! - ZIPS</p>	Jacob Masatunya, Head Procurement
WS 1.2	Commissioning of a procurement audit at MoGE (and sub national level)	British Council has contracted PwC in consultation with MoGE to implement a procurement audit at central and subnational level of MoGE. The kick-off meeting was held on 9 th October 2017, and the inception report was submitted to MoGE. The expected date of audit completion is 31 st January 2018.	<ol style="list-style-type: none"> 1. Presentation of Audit Findings and issuing of audit report to the management and audit committee of MoGE. 2. Drafting an action plan on the basis of the recommendations. To the extent necessary this shall be integrated in the FMAP. 3. Monitoring of the implementation of the action plan. 	! - USAID / AGIS project	Jacob Masatunya, Head Procurement
WS 1.3	Support to primary and secondary schools and ECE centres to strengthen financial management	<p>The manual for financial management at primary and secondary schools and ECE centres has been developed and finalized and has been reviewed and approved by the Ministry of Finance.</p> <p>Introduction of the manual was carried out in liaison with workstream 3 to pilot sites in Chongwe, Chibombo and Lusaka districts. Thirteen primary schools were oriented in the Financial Management Guide, namely Twikatane, Lwimba, Chalimbana, Chongwe, Chibombo, Katuba, Lotus, Chibolya, Chilenje, B. Arthur Wina, Mukalashi, Kayosha and Twatasha.</p>	<ol style="list-style-type: none"> 1. Roll out of the Financial Management Guide to Primary and Secondary Schools in six provinces (Eastern, Muchinga, Southern, Central, Northern and Lusaka). 2. Rollout of the FMG to schools in other provinces. 	! - UNICEF	<p>Muyangwa Kamutumwa, Director TESS</p> <p>Frisko Mponela, Chief Accountant</p>

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WS 1.4	Support MoGE and MoHE with improving policy based budgeting and follow-up on OBB review recommendations	The Planning and Information department of MoGE has received on-the-job support with the preparation of the 2018 Output Based Budget and budget submission to the Ministry of Finance. As part of this support, a workplan for OBB preparation has been developed and a review of the programme classification, output indicators and targets has been implemented. A template for quarterly budget execution reporting has been developed and introduced. A concept note has been drafted for school grant planning.	1. Continue the OBB pilot in MoGE under guidance of the Ministry of Finance. 2. Strengthen and maintain quarterly budget execution reporting, at least for internal purposes. 3. Finalize the review of the school grant formula and school grant budgeting process and introduce adjustments.	! - Ministry of Finance / GIZ	Louis Mwansa, Director Planning Mr Daka, Senior Planner
WS 1.5	Strengthen utilization of IFMIS in MoGE and its subordinate provincial education offices, and set up a system of super users	In the domain of the utilization of the Integrated Financial Management Information System, a training needs assessment has been completed and a training plan drafted. A super-user mechanism has been developed and a plan to pilot IFMIS at provincial level (in Eastern Province) prepared.	1. Implementation of IMFIS pilot in Eastern Province. 2. Capacity building of staff and super users at Headquarters. 3. Formally launch the system of super-users	! - Ministry of Finance ! - IFMIS training centre ! - Smart Zambia Institute	Frisco Mponela, Chief Accountant
WS 1.6	Follow-up on MoGE priority needs in the PFM Reform Plan , specific Education Sector Budget Support requirements for PFM and the Government's devolution agenda	MoGE, with support from ZESSTA has revised the Financial Management Action Plan to support further PFM reforms in MoGE. The Plan was presented to and approved by the Financial Technical Committee meeting held on 21 st July 2017 and endorsed by the Permanent Secretary on 13 th November 2017. In addition a proposal for establishing a task force to improve processes and mechanisms for planning, executing, accounting and internal audit of school grants is currently being discussed.	1. Update the FMAP monitoring report on a frequent basis. 2. Finalize and implement the action plan for school grant management (as part of FMAP) 3. Hold quarterly meetings of the Finance and Procurement Committee.	! - MoGE ! - FTC Co-operating Partners	Frisco Mponela, Chief Accountant Representatives from all other departments and units
WS 1.7	Enhance payroll management at sub-national level	In the domain of improving payroll management at subnational level, a first capacity assessment has been completed. As a next step, a roadmap for the preparation of a manual of procedures for payroll management at subnational has been drafted.	1. Incorporating the Payroll Clean up road map in the FMAP. 2. Incorporating the roadmap for developing a payroll management manual in the FMAP.	! - MoGE ! - USAID / AGIS project	Greatson Chipalo, Director Human Resources and Administration

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WS 1.8	Strengthen internal auditing in the education sector at Ministry and provincial level	The capacity assessment of the internal audit unit in MoGE and action plan has been finalised. IFMIS training was undertaken in October by MoF and the training on Integrated risk based audit framework was undertaken in December 2017. A start has been made with standardising the audit programmes.	<ol style="list-style-type: none"> 1. Implementation of Risk based auditing framework 2. Capacity Building in ACL 3. Improving skills and knowledge of internal auditors through training 4. Improving the functioning of the IA unit through better integration and collaboration between HQ and the internal auditors in the provincial offices 5. Standardization of the audit programmes with an integrated guideline. 	<p>! - MoF / GIZ project</p> <p>!- USAID / AGIS project</p>	Richard Chilumba, Principal Internal Auditor
Workstream 2: Strengthening sector-wide human resource management (HRM)					
WS 2.1	Support the Ministry in addressing the problem of ' payroll mismatch ' through a pilot project in two districts	<p>ZESSTA worked with the Ministry over a significant period to understand the causes and consequences of payroll mismatch and worked with the Ministry to develop a credible roadmap to address the payroll mismatch. The PS issued the plan to all provinces and districts with instructions to comply with the requirements and deadlines. There are preliminary reports that, as a result, inappropriate allowances are being stopped and recoveries effected.</p> <p>The Chief Accountant has agreed that the payroll clean-up roadmap should be incorporated into the FMAP and progress should regularly be reported to the FTC.</p> <p>ZESSTA also made a series of recommendations on recruiting and retaining teachers in rural schools which are addressed as later actions in the payroll mismatch roadmap.</p>	<ol style="list-style-type: none"> 1. See WS 1.7 2. Incorporate the Payroll Clean up road map in the FMAP. 3. Incorporate the roadmap for developing a payroll management manual in the FMAP. 	<p>PS – MoGE!</p> <p>Internal Audit!</p> <p>Chief Accountant!</p>	Musonda Kapulo, Asst. Director HRMD
WS 2.2	Contribute to the broader public service HR reforms and the decentralisation agenda	<p>ZESSTA supported the HR Reforms Implementation Team at Cabinet Office but given the slow pace of the national HR reforms, the Steering Committee agreed to cancel this activity.</p> <p>ZESSTA developed training materials which can be used in the training of members of the new HR Committees, once these are established.</p> <p>ZESSTA worked with the Ministry to develop an HR Action Plan, which includes engagement with the decentralization agenda. (cross refer to WS 7.2)</p>	<ol style="list-style-type: none"> 1. Ensure those working on payroll mismatch issues and payroll training are sensitive to the devolution of decision making which will follow decentralisation. 2. Ensure there is appropriate training for members of the new HR Committees to enable them to function effectively. 	<p>HRA-MoGE!</p> <p>PSMD!</p> <p>TSC!</p> <p>World Bank?</p>	Greatson Chipalo, Director HRA

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WS 2.3	Prepare HR staff for their new responsibilities within a decentralised system	ZESSTA facilitated the training of HRMOs from HQ, all provinces and districts in HR basic skills, procedures and functions; Public Sector Policies and Procedures; Payroll management and control, Grievances and Disciplinary Procedures. ZESSTA developed the workshop programme and materials and involved resource persons from TSC, CSC and PMEC. The workshops were very well received.	<ol style="list-style-type: none"> 1. Capacity building for HR staff will be conducted on a continuous basis to up-date their skills and knowledge and to share new developments in the HR field. 2. There will be more skills based and performance related training programmes provided for HRMOs as part of the annual strategic alignment and training budget, and less reliance on academic training with no direct relationship with the demands of the positions they hold. 	HRA-MoGE! UNESCO? TSC! CSC! PMEC!	Greatson Chipalo, Director HRA
WS 2.4	Contribute to the development of an effective HR management information system (HRMIS)	ZESSTA contributed to improvements in monthly data collection by initiating the development of a new and robust staff return template and supported the development of an HRMIS action plan which has been signed off by the DHRA.	<ol style="list-style-type: none"> 1. Monitor progress against the action plan. 	DHRA-MoGE! UNESCO? DPI!	Greatson Chipalo, Director HRA
WS 2.5	Develop national professional standards of performance & conduct for teachers, teacher educators and head teachers	<p>ZESSTA contributed to the development of a draft set of national professional standards through a stakeholder workshop led by an expert on UK and international teacher standards and through follow up workshops and working groups.</p> <p>A Steering Group was established to oversee the implementation of the standards, involving Ministry officers, the Teaching Council, the Teaching Service Commission, the private sector and the trade unions. It has approved the draft standards as the basis of further consultation.</p> <p>All directorates in the Ministry, the Teaching Council and the Commission have outline plans for how the standards might be implemented in their areas of responsibility.</p> <p>UNESCO agreed to take responsibility for supporting the standards initiative going forward, including supporting national consultation and dissemination.</p>	<ol style="list-style-type: none"> 1. Commission a countrywide consultative process using the draft document and amend the draft standards accordingly. 2. Develop instruments from all Directorates, TCZ and TSC that implement the standards. 3. Minister to sign off the standards and the instruments, as they affect the Ministry, TCZ and TSC. 	MoGE! TCZ! TSC! PSMD! UNESCO!	Louis Mwansa, Director Planning & Information

Workstream 3: Strengthening institutional leadership and management (ILM)					
WS 3.1	Facilitate a tools-based approach to institutional leadership and management development (ILMD)	<p>Three toolkits to strengthen institutional leadership and management have been developed through writing workshops; twelve pilot schools in Lusaka and Central Provinces have begun implementation of the first two toolkits; the third toolkit will be introduced to the 12 pilot schools in January 2018 after the orientation of the SMTs in December 2017.</p> <p>Lusaka province is planning to roll out the 3 ILMD toolkits to all schools across the province. Central province has also extended the number of schools involved in the pilot.</p> <p>A draft costed roadmap for implementation and monitoring of ILMD was developed at the start of the process, however, this roadmap is now outdated as the approach to ILMD changed from a training programme to a tool based approach.</p> <p>All ZEMT materials have been placed on the MoGE website.</p> <p>A directory of the people who can be called on to develop further materials and support orientation of SMT has been developed.</p>	<ol style="list-style-type: none"> 1. Finalise the costed roadmap for introduction of ZEMT 1-3 to all schools across Zambia based on changes to the implementation process. 2. Utilise personnel from pilot provinces and districts trained by ZESSTA to support the rollout of ZEMT to all schools in the country and to develop further materials. 3. Maintain a directory of people who can be called upon to develop further materials and support the rollout of the ZEMT in all schools. 	MoGE TESS! UNICEF! (Education Specialist, Luonde Cholwe)	Muyangwa Kamutumwa, Director TESS
WS 3.2	Monitor implementation of the Zambia education management toolkits (ZEMTs)	<p>Report on monitoring of implementation of the first and second toolkits completed and endorsed by Director TESS.</p> <p>Discussions were concluded with TESS on the need for monitoring of pilot implementation of third toolkit in 2018.</p>	<ol style="list-style-type: none"> 1. Utilise the sample monitoring questionnaire templates produced with support from ZESSTA to monitor the implementation of ZEMT3 and other future ILMD toolkits in schools. 	MoGE TESS!	Muyangwa Kamutumwa, Director TESS
WS 3.3	Addressing qualification and certification for ILMD	<p>A decision was reached to use portfolios evidencing learning and changes to practice (using toolkits) as opposed to using institutions such as Chalmers for more conventional training because they were found to be costly and MoGE could not afford this. ZESSTA supported the development of the guidelines for assessors, portfolio guidelines and processes used in conducting assessments.</p> <p>A report has been developed on the use of portfolios to certify that headteachers meet the standards required.</p> <p>Meetings have been held with Dirs. TESS and Standards and TCZ to discuss how this can be implemented.</p>	<ol style="list-style-type: none"> 1. TESS will continue discussions with TCZ and other stakeholders on the frequency of assessing the portfolios to certify HTs level of performance against professional standards and potential use of evidence-based portfolios as part of the three year licensing process. 2. Utilise the plan developed with ZESSTA support to rollout the portfolio assessment to all schools. 	MoGE TESS! Dir TCZ? (M. Mundambo, Assistant Director TCZ)	Muyangwa Kamutumwa, Director TESS

Workstream 4: Strengthening information / knowledge management and communications					
WS 4.1	Implement the knowledge management & communications (KM&C) plan for ZESSTA – ‘Telling and safeguarding the ZESSTA experience’	Six results papers developed and shared widely; Soft copies of all ZESSTA-supported products shared electronically with MoGE, including the TA manual and CV database; MoGE showcasing undertaken	1. Soft copies of all ZESSTA-supported products published on the MoGE website.	MoGE DPI! MoGE website committee!	Louis Mwansa, Director of Planning and Information
WS 4.2	Continue to develop a communications strategy for Early Childhood Education (ECE)	Communications strategy developed and endorsed by ECE Director; Summary of the ECE communications strategy published on MoGE website; Work plan drafted; One strategic ‘issues based’ media activity piloted.	1. Focus on implementation of the updated strategy / plan – including printed copies of the strategy for the ECE team; 2. Continue discussions with UNICEF on getting support to do this through their 2018 workplan under all 3 outputs: ECE, quality and equity; 3. It would be sensible to capitalize on Ku-Atenga Media’s deep technical understanding of the education sector through recent collaboration with MoGE under ZESSTA auspices.	MoGE ECE Director! MoGE Spokesperson! UNICEF? Ku-Atenga Media?	Cecilia Sekala, ECE Director Nondo Chilonga, Spokesperson
WS 4.3	Support MoGE to strengthen and maintain its website	A website subcommittee was formed to spearhead the information and content gathering and management with key personnel from all directorates and units; Completely new website developed based on new requirements as determined by the website subcommittee; It has two components 1) an intranet only accessible to ministry officials with login credentials required and 2) the external website with open access to the public; The website has gone live under the new hosting temporarily with Zamtel providing domain registration pending further direction from Cabinet and Smart Zambia Institute on hosting options www.moge.gov.zm	1. MoGE to work with and seek guidance from Smart Zambia Institute to finalize the place of hosting the site; 2. More training for the administrators and content managers for continued timely updates of the site; 3. More training for the MoGE website subcommittee on the data/information gathering required for the website; 4. Enhance the site to be linked to MoGE and related databases for real time access.	Cabinet (?) ZNDC (!) ZICTA (!) SZI (!)	Chief Systems Development Manager (CSDM) Louis Mwansa, Director of Planning and Information Programme Analyst

WS 4.4	Support in operationalising the MoGE communications strategy	<p>4-month (Sep-Dec 2017) 'quick-win' action plan drawn up and 50% implemented;</p> <p>Current strategy reviewed with stakeholders and updated, and implementation plan drafted for 2018;</p> <p>One strategic 'issues based' media activity piloted</p>	<ol style="list-style-type: none"> 1. Focus on implementation of the plan; 2. Update and cost strategy 3. Continue discussions with UNICEF on getting support to do this through their 2018 workplan under all 3 outputs: ECE, quality and equity; 4. It would be sensible to capitalize on Ku-Atenga Media's deep technical understanding of the education sector through recent collaboration with MoGE under ZESSTA auspices 	<p>MoGE PR Unit!</p> <p>MoGE webmaster!</p> <p>UNICEF?</p> <p>Ku-Atenga Media?</p>	Nondo Chilonga, Spokesperson
Workstream 5: Strengthening education management information systems (EMIS)					
WS 5.1	Develop a streamlined MoGE ICT master plan on the implementation of ICT in education, covering both information systems for management and administration as well as learning and teaching	<p>A concept note on the ICT master plan was prepared.</p> <p>A first stakeholders' workshop was held in June 2017, facilitated by Intel Corporation specialists and 1 expert from the Namibian EMIS team (for lessons learnt), with participants from all the provinces and all districts represented by their deans of DEBS. A first zero working draft was prepared for soliciting comments from other stakeholders, including ZESCO, REA, SZI, ZICTA, ZNDC, and iSchool.</p> <p>A second validation workshop, which included operatives/technical officers representing all the provinces, was facilitated by Intel Corporation and Microsoft specialists.</p> <p>Arising from that a second version ICT master plan was prepared with input from the systems work flow and business process document.</p>	<ol style="list-style-type: none"> 1. Incorporate the systems flow and business process analysis findings and report to be part of the overall ICT master plan. 2. Draw up an Implementation plan of the ICT master plan including the costings 	<p>SZI (!)</p> <p>Cabinet (?)</p> <p>World Bank project (!)</p>	<p>Chief Systems Development Manager (CSDM)</p> <p>Louis Mwansa, Director of Planning and Information</p>
WS 5.2	Strengthen and harmonise the data collection instruments to be used for the desired new integrated EMIS for MoGE	<p>All the instruments used for every directorate to collect their specific data were gathered and compiled, including scanning all hard copies.</p> <p>An analysis of all the data collection instruments used in the Ministry was done against the official Annual School Census (ASC) and gaps were identified where directorates need additional information.</p> <p>A workshop was held including all provinces and selected districts to validate the analysed instruments and contribute towards formulation of new harmonised instruments.</p> <p>A set of harmonised data collection instruments has since been developed, awaiting implementation once the MoGE has its new system in place.</p>	<ol style="list-style-type: none"> 1. Dissemination of the harmonized instruments to all the stakeholders, provinces, districts and schools for sensitization; 2. Use the harmonized instruments as an input in the new desired MoGE integrated system yet to be designed 	<p>SZI (?)</p> <p>PEOs (!)</p> <p>DEBs (!)</p> <p>DMCs (!)</p> <p>GPE (?)</p>	<p>CSDM</p> <p>Director P&I Statistician</p>

WS 5.3	Support the migration of the MoGE current Access database to a robust relational database (SQL) and develop a new coding system for the schools master list	<p>Configuration of the SQL Server environment was completed</p> <p>Reporting Services module (advanced feature that will enable users to access reports via the intranet) has been deployed as an integral component of the 2014 SQL Server.</p> <p>Migration of the 2016 and 2017 databases from MS Access to SQL Server was completed.</p> <p>SQL Server reporting was deployed to enable access to the now centralised EMIS databases.</p> <p>EMIS data for 2017 can be accessed from any computer connected to the MoGE network with the requested data formats achieved through custom reports developed in the SQL Server reporting environment.</p>	<ol style="list-style-type: none"> 1. There is need to provide a flexible and informative means for users to view the EMIS data. Dynamic reports that are parameter driven will provide notable improvements to the EMIS reporting services 2. There is need for intuitive and dynamic reports with integrated graphs/charts. These will act as a catalyst to developing data analysis skills. 3. Users will need to understand the capabilities and benefits of using EMIS reports in Reporting Services. 4. Using EMIS reports as an everyday tool will improve data consumption within the Ministry. Demand for data within organisations is a critical step towards creating data centric organisations. 5. EMIS reporting will improve transparency and accountability. 	SZI (!) ZNDC (!) WB Project (?) Cabinet (?) UNICEF (?) UNESCO (!) WFP (?) USAID (?) GPE (?)	CSDM Programmer Analyst
WS 5.4	Support the development and piloting of a MoGE mobile data collection system to feed into the main Integrated EMIS and facilitate records management at school level	<p>A learning exercise was undertaken on a mobile data collection pilot already implemented by Akros and supported by DFID in Namwala district, based on a small number of indicators</p> <p>A cost benefit analysis for the paper based data collection centered around the annual school census has been completed</p>	<ol style="list-style-type: none"> 1. Pilot a more comprehensive mobile data collection strategy on a much larger scale with representative sample. 2. Use the results of the cost benefit analysis of the paper based data collection modality to undertake a comparative analysis and make an informed decision on the scaling up of the mobile data collection to a number of provinces. 	SZI (!) ZICTA (!) ZNDC (!) DFID (!) WFP (!) USAID (?) UNICEF (!)	Director P&I CSDM
WS 5.5	Support MoGE to develop the desired new Integrated EMIS (I-EMIS)	<p>ZESSTA supported the preparation and development of the systems flow and business process analysis which is a critical process based upon which the new integrated EMIS will be developed. The systems flow and business process analysis details out:</p> <ul style="list-style-type: none"> • Business user requirements • Reporting requirements • User access/Security requirements • Service level/Performance requirements • Scalability Requirements • Support and maintenance requirements • Summary of business process flow charts <p>The Director signed off the business process document.</p>	<ol style="list-style-type: none"> 1. Devise a phased approach implementation plan. 2. Use the business process document which has functional requirements, technical requirements, and workflows for the ministry. 3. Develop comprehensive integrated EMIS. 	WB Project (!) USAID (?) GPE (?) Software development firms (?) SZI (!) ZNDC (!)	Director P&I CSDM

WS 5.6	Support MoGE in the development of its ICT policy and guidelines	<i>This activity was deferred to the period beyond ZESSTA given that it was awaiting the development of the revised National ICT policy that is currently still under development</i>	<i>When the National ICT policy is finalized by the Ministry of Transport and Communication, the Ministry should then develop a Ministry specific ICT policy</i>	Ministry of Transport and Communication (!) ZICTA (?) SZI (?)	DPI CSDM
WS 5.7	Support MoGE to develop the ICT/EMIS business continuity and disaster recovery plan	<i>This activity was deferred to the period beyond ZESSTA as it is supposed to ride on the new integrated system for the Ministry of Education.</i>	<i>When the new integrated system is up and running there is need for a robust disaster recovery plan to be put in place for assured business continuity</i>	ZNDC (!) SZI (!) ZICTA (!)	DPI CSDM
WS 5.8	Support the Ministry to strengthen and monitor Data Management Committee (DMC) operations at all levels	All districts and provinces established a Data Management Committee.	1. Need to support the functionality of DMCs at all levels with strengthened oversight from the National DMC.	All HQ Directorates (!) CP 'troika' (?)	DPI CSDM
Workstream 6: Strengthening monitoring and evaluation (M&E)					
WS 6.1	Support basic M&E capacity development for MoGE staff	Seven editions of the course offered with a total of 171 MoGE staff drawn from HQ, Provincial and District offices trained. Training evaluation reports provided to MoGE DPI along with a consolidated list of all training participants and all training materials.	1. Maintain contact with UNZA who could deliver future editions of this course to new cohorts of MoGE staff; 2. Explore funding opportunities both within its own AWPB and via the CP community (via the METC).	UNICEF? JICA? World Bank?	Stephenimba, Principal Planning Officer
WS 6.2	Finalisation of MoGE's M&E framework	M&E Guidelines finalized following a series of MoGE-led Working Group meetings.	1. Incorporate the Education Sector Strategic Plan (ESSP) Results Framework (when completed in Q1 2018) into the M&E Guidelines so that it becomes a fully-fledged M&E Framework.	UNICEF! (supporting ESSP preparation)	Stephenimba, Principal Planning Officer
WS 6.3	Orientation session on M&E for M&E Technical Committee (METC) members	METC Orientation Session held on 21 st December 2017.	1. Maintain dialogue with the University of Zambia – Department of Population Studies (UNZA-DPS) on agreed follow-up points (including providing future editions of the M&E capacity development programme and offering advice on other technical M&E-related issues).	UNZA-DPS!	Stephenimba, Principal Planning Officer
WS 6.4	Support to MoNDP/ GIZ project work in MoGE	<i>Activity cancelled due to a retrenchment of the MoNDP/GIZ project from the sector level (including education.</i>	N/A	N/A	N/A

WS 6.5	Support to 2017 Joint Annual Review (JAR)	JAR held and reported upon.	No legacy actions <i>per se</i> – but MoGE can use the fieldwork and reporting templates developed through earlier ZESSTA support to assist with their planning of the 2018 JAR. MoGE could also consider utilising the services of the rapporteur engaged in the two previous JARs and whose skills have been developed through interaction with ZESSTA.	N/A	N/A
WS 6.6	Support to MoGE and UNZA with publication of the M&E course reader	Course reader jointly published by MoGE and UNZA and placed on MoGE's website.	No legacy actions <i>per se</i> – but the relevant MoGE officers with M&E responsibilities can point newly transferred staff in the direction of the Course Reader so that they are able to orientate themselves on M&E topics.	N/A	N/A
WS 6.7	Providing an advanced M&E training course	Two editions of the course offered with a total of 31 MoGE staff drawn from HQ, Provincial and District offices trained. Training evaluation reports provided to MoGE DPI along with a consolidated list of all training participants and all training materials.	<ol style="list-style-type: none"> 1. Maintain contact with UNZA, who could deliver future editions of this course to new cohorts of MoGE staff; 2. Explore funding opportunities both within MoGE's own AWPB and via the CP community (via the METC). 	UNICEF? JICA? World Bank?	Stephen Zimba, Principal Planning Officer
WS 6.8	Develop a research strategy for MoGE	Research strategy developed and adopted by MoGE and the PITC.	<ol style="list-style-type: none"> 1. Printing and dissemination of the strategy; 2. Strengthen the Research Coordinating Committee; 3. Develop 5 year workplan assigning responsibility for implementation of the strategy; 4. Develop a one year detailed budgeted plan for implementation of the research strategy. 	UNICEF: Christabel Musonda? IPA: Nambaka Nkumbula? UNZA: Dr Dennis Banda?	Lancelot Mutale Principal Planning Officer – Policy and Research
Workstream 7: Strengthening evidence-based planning (EBP)					
WS 7.1	Institutionalization of District Education Profiles into routine practices	<i>This activity was put on hold by the SC, in favour of focus on the ESSP. There was some delay in circulating the 2017 District Education Profiles. A simple toolkit with a cover note, and templates for agenda, invitation letter and subsequent report was developed and refined in consultation with District Data Committees and DEBS.</i>	<i>The existing toolkit could be reviewed and circulated with the 2018 District Profiles that should have the 2017 (provisional) data and examination results. Also explore a possible way forward with UNICEF, who has been a supporting partner throughout, through its Data Must Speak programme.</i>	UNICEF?	TBD

WS 7.2	Development of a framework for evidence-based teacher policy and management	<i>This activity was put on hold by the SC, in favour of focus on the ESSP. The activity reflects the ongoing and widely shared concern regarding more efficient management of the teacher workforce. Outputs to date include initial bullet points arising from a discussion with officials in the Ministry together with the Director of DPI; an Issues Paper with suggestions on a way forward, and a draft set of ToRs for the proposed TPM Reference Group.</i>	<i>The next step is for DPI to work with DHR and TESS to convene a meeting of the Reference Group, review the ToRs and develop a plan of action for the next three years.</i> <i>Also explore a possible way forward with the World Bank – they have indicated an interest in supporting MoGE in strengthening teacher management; the WB project has resources to support TA in this area</i>	<i>World Bank?</i>	<i>TBD</i>
WS 7.3	Streamlining of system performance monitoring	<i>This activity was put on hold by the SC, in favour of a priority focus on ESSP. The activity was a response to a concern expressed in DPI for a more effective approach to planning and reporting especially at the school and district levels. The proposal builds on the District Education Profiles (see 7.1 above) and proposes a framework for a more coherent and manageable system for reporting key information at each level. Outputs from the work include an initial “thinkpiece”, a Powerpoint presentation, and a poster.</i>	<i>The next step is for DPI to work with its M&E team to review the proposed strategy and suggest how it could be integrated into ESSP Implementation.</i>	<i>WB? UNICEF?</i>	<i>TBD</i>
Workstream 8: Strengthening teacher education					
WS 8.1	Assisting TESS in developing a roadmap for the upgrading of Primary Certificate teaching qualification to Primary Diploma teaching qualification	<i>Director TESS has indicated that this is no longer necessary, given that teachers are upgrading at their own cost (33,000 out of 43,000), and that MoGE does not have funds to finance additional training at this scale.</i>	<i>Director TESS to monitor the 2017 Educational statistics to judge whether further action is necessary.</i>	<i>N/A</i>	<i>Muyangwa Kamutumwa, Director TESS</i> <i>Esvah Chizambe, Assistant Director TESS</i>
WS 8.2	Training of ZACODE lecturers	The follow-up training completed in September 2017. A tracer survey sent out in December 2017 shows engagement with the content of the training by participants.	1. Director DODE will ensure that there is a review of the impact of the training so as to ascertain how the training of the lecturers and tutors has enhanced their skills, knowledge and competences in as they perform their day to day duties.	<i>N/A</i>	<i>Bridget Moya, Director DODE</i>
WS 8.3	Strengthening the teaching of large cohorts in higher education institutions (HEIs)	The report was finalised and submitted to the PS in October 2017. It was signed off in January 2018.	No legacy actions agreed. However, the relevant MoHE officers might 2. share the study findings with all Directors within MoHE 3. utilise the study recommendation to develop a training program for lecturers	<i>N/A</i>	<i>Succeed Mubanga, Director Planning MOHE</i>

Workstream 9: Strengthening implementation of the Revised Curriculum					
WS 9.1	Validation of the National Numeracy Framework (NNF)	<i>This activity was cancelled by the ZESSTA Steering Committee due to lack of funding to resource participation in a validation meeting but it was later picked up by VVOB. The NNF was validated in a 4-day workshop attended by stakeholders to incorporate feedback from the pilot, during the week ending 8 December.</i>	<i>CDC to finalise the copy and present to Director C+S for endorsement.</i>	VVOB!	<i>Sunday Mwape, Director C+S</i>
WS 9.2	Final review and amendment of the Catch-Up Programme materials	Materials have been reviewed and finalised. Editable soft copies are with TESS TAP.	1. Materials are being printed with support from J-PAL in time for expansion of pilot in February 2018. Directorate TESS in collaboration with the Directorate of Standards & Curriculum will work out an implementation plan and roll out the programme to up to 2000 schools over the coming two years with support from USAID and UNICEF.	J-PAL! VVOB! USAID! UNICEF!	Muyangwa Kamutumwa, Director TESS; Esvah Chizambe, Ass. Director TESS; Mercy Mwiya, PEO TESS
WS 9.3	Advisory support to the management of the Catch-Up Programme	Advisory support completed following completion of activity 9.2.	1. SEE ACTIVITY 9.2.	N/A	Muyangwa Kamutumwa, Director TESS; Esvah Chizambe, Ass. Director TESS; Mercy Mwiya, PEO TESS
WS 9.4	Design of a glossary on technical term descriptions in the 7 familiar local languages used by teachers in ECE to Grade 4	<i>ZESSTA Steering Committee deferred this activity beyond the current life of ZESSTA.</i>	<i>The Directorate would like this activity to be finalised. Since CDC had been doing something in this line, the Directorate of ECE handed over the activity to CDC to finalise it.</i>	N/A	<i>Cecelia Sakala, Director ECE</i>
WS 9.5	Scoping study to support change and development in TVET learning experiences	The study and how-to booklet were completed and shared with Acting DG TEVETA. The TA team presented the findings of their study to TEVETA, MoHE and MoGE (CDC) in January 2018, at which time the way forward was discussed.	1. Mr Chishala (CDC) and Mr Sichinga (Training Manager, TEVETA) will include on the agenda of the next Interministerial Meeting an item on how MoGE, ECZ, TEVETA and MoHE should attend to the recommendations of the study. 2. UNESCO is supporting TEVETA and may be a source of funding for printing and distribution of the booklets.	MoHE! MoGE! ECZ? UNESCO?	Cleophas Takaiza, Acting DG TEVETA
WS 9.6	Long term technical assistance to support DODE	The long term national adviser has completed his programme of support.	1. DODE will continue to use the strategic documents to implement their quarterly plans and strategies.	UNICEF? ZOCS?	Bridget Moya, Director DODE

WS 9.7	Develop capacity of EBS staff in broadcasting	In response to a very much last-minute request, DODE staff at EBS were successfully trained for a week in December 2017. Participants gave a very positive feedback and the workshop was highly commended by the Director DODE. A consultant from among the two, who facilitated the training, was reengaged to produce a flier for the EBS radio station.	<ol style="list-style-type: none"> 1. Director DODE to monitor how the skills that the staff have gained in the training will help to improve their broadcasting programmes. On a quarterly basis, DODE will review the benefits of the training. 2. The Directorate also wishes to use the skills gained in this workshop for the development of both live broadcasting programmes and the production of radio instruction education so as to increase educational access. 	N/A	Bridget Moya, Director DODE
Workstream 10: Strengthening learning assessment systems					
WS 10.1	Development of a) an assessment module for use in pre-service teacher training, and b) a CPD programme for in-service teachers	<p>All elements of workstream completed and milestones met, namely:</p> <ul style="list-style-type: none"> • Outline and content of the Assessment Module and implementation plan for its piloting approved by Director Standards & Curriculum • Report on Assessment Module pilot endorsed by Director Standards & Curriculum • Endorsement of module and in-service programme • Delivery of Training of Trainer programme 	<ol style="list-style-type: none"> 1. TESS to <ol style="list-style-type: none"> a. support education colleges and university education departments in implementation of pre-service module b. monitor progress and intervene as appropriate 2. Provincial trainer teams to organize and implement local strategies for in-service training of all teachers by end of 2018 3. TESS to develop strategy of engagement with pre-service training institutions and with provincial teams to ensure no trainee teachers 'slip through the gap', missing out on both pre- and in-service training 	Directorate of TESS!	Muyanga Kamutumwa, Director TESS
WS 10.2	Supporting the effective implementation of the National Learning Assessment Framework (NLAF)	<p>Workstream completed and milestone met, namely:</p> <p>Report outlining progress in relation to development of NLAF implementation strategy (including agreements reached with relevant stakeholders regarding outlined strategies) endorsed by Director S&C</p>	<ol style="list-style-type: none"> 1. Directorate of Standards and Curriculum to lead on NLAF implementation plan, deciding upon appropriateness of each strand and associated strategy: <ol style="list-style-type: none"> c. As 10.1 d. Establish structures, systems and strategy for ensuring assessment serves improvement of learner outcomes e. Instigate process for consideration of merits of a full review and rationalisation of the national strategy with respect to tests and examinations f. Development of a strategy for ensuring assessment data is fully utilised for the improvement of standards 	Directorate of Standards and Curriculum!	Dr Sunday Mwape, Director Standards and Curriculum

Abbreviations and acronyms

ACL	Audit Command Language (software)	MoHE	Ministry of Higher Education
AGIS	Accountable Governance for Improved Service Delivery (Project)	MoNDP	Ministry of National Development Planning
ASC	Annual School Census	MS	Microsoft
AWPB	Annual Workplan & Budget	N/A	Not applicable
CDC	Curriculum Development Centre	NLAF	National Learning Assessment Framework
CSC	Civil Service Commission	NNF	National Numeracy Framework
CSDM	Chief Systems Development Manager	OBB	Output Based Budget(ing)
CP	Cooperating Partner	PEO	Provincial Education Officer(r)
CPD	Continuing (or Continuous) Professional Development	PFM	Public Financial Management
CV	Curriculum Vitae	PITC	Policy Implementation Technical Committee
DEBS	District Education Board Secretary	PMEC	Payroll Management and Establishment Control
DFID	Department for International Development	PR(U)	Public Relations (Unit)
DG	Director General	PS	Permanent Secretary
DMC	Data Management Committee	PSMD	Public Service Management Division
DODE	Directorate for Open and Distance Education	REA	Rural Electrification Authority
DPI	Director(ate) of Planning and Information	S&C	Standards and Curriculum
DPS	Department of Population Studies	SC	Steering Committee
EBS	Educational Broadcasting Services	SMT	School Management Team
ECE	Early Childhood Education	SQL	Structured Query Language
ECZ	Examinations Council of Zambia	SZI	Smart Zambia Institute
EMIS	Education Management Information System	TA	Technical Assistance
ESSP	Education Sector Strategic Plan	TAP	TA Partner
FMAP	Financial Management Action Plan	TCZ	Teaching Council of Zambia
FMG	Financial Management Guide (for Schools)	TESS	Teacher Education and Specialised Services
FTC	Finance Technical Committee	TEVETA	Technical Education, Vocational and Entrepreneurship Training Authority
GPE	Global Partnership for Education	ToT	Training of Trainers
GIZ	German International Cooperation Agency	TPM	Teacher Policy & Management
HEI	Higher Education Institutions	TSC	Teaching Service Commission
HQ	Headquarters	UNESCO	United Nations Education Science & Culture Organisation
HRA	Human Resources and Administration	UNICEF	United Nations International Children's Fund
HR(M)	Human Resource (Management)	UNZA	University of Zambia
HRMIS	HR management information system	USAID	United States Agency for International Development
HRMO	Human Resource Management Officer	VVOB	Flemish Development
HT	Head Teacher	WB	World Bank
IA	Internal Audit	WFP	World Food Programme
ICT	Information / Communication Technology	WS	Workstream
I-EMIS	Integrated Education Management Information System	ZACODE	Zambia College of Open & Distance Education
IFMIS	Integrated Financial Management Information System	ZESCO	Zambia Electricity Supply Corporation
ILM(D)	Institutional Leadership and Management (Development)	ZESSTA	Zambia Education Sector Support Technical Assistance
JAR	Joint Annual Review	ZEMT	Zambia Education Management Toolkit
J PAL	Abdul Latif Jameel Poverty Action Lab	ZICTA	Zambia Information Communications Authority
KM&C	Knowledge Management & Communications	ZIPS	Zambia Institute of Purchasing and Supplies
METC	Monitoring & Evaluation Technical Committee	ZNDC	Zambian National Data Centre
M&E	Monitoring and Evaluation	ZOCS	Zambia Organisation of Community Schools
MoF	Ministry of Finance	ZPPA	Zambia Public Procurement Authority
MoGE	Ministry of General Education		

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ZESSTA

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About ZESSTA

The Zambia Education Sector Support Technical Assistance (ZESSTA) Facility supports the Government of Zambia to strengthen the education sector and improve learning outcomes for children. We focus on capacity strengthening as sustainable support to improved service delivery in the education sector. Our work is demand-driven and linked to ministerial annual planning processes, focused on education sector priorities and responsive to current and emerging needs. The ZESSTA Facility is funded by (i) UK aid from the UK government and (ii) the Global Partnership for Education (GPE), and delivered by the British Council.